FRANKLIN & MARSHALL
COLLEGE LIBRARY

PUBLIC · EDUCATION

·PENNSYLVANIA·

Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

EDUCATION ON THE MARCH

VOLUME 6 May, 1939 No. 8

PUBLIC · EDUCATION
PENNSYLVANIA

Pennsylvania Public Education

Published monthly by
The Department of Public Instruction
Commonwealth of Pennsylvania
Education Building, Harrisburg

Entered as second-class matter September 1, 1933, at the Post Office at Harrisburg, Pennsylvania, under Act of August 24, 1912

LESTER K. ADE, *Superintendent of Public Instruction, Chairman of the State Council of Education, and the Board of Presidents of State Teachers Colleges*

CLARENCE E. ACKLEY, *Deputy Superintendent*

F. STEWARD HARTMAN, *Executive Assistant*
EUGENE P. BERTIN, *Editor*

Vol. 6 May, 1939 No. 8

All material herein is released to the press upon receipt.

CONTENTS

Page

FRONTISPIECE .....Front Cover Page

SCHOOL CALENDARS ...Inside Front Page

EXECUTIVE OFFICE 1

SCHOOL BOARD SECRETARIES CONVENTION 4

SCHOOL DIRECTORS CONVENTION. 5

ADMINISTRATION AND FINANCE.. 7

TEACHER EDUCATION AND CERTIFICATION 10

INSTRUCTION 13

STATE LIBRARY AND MUSEUM ... 17

PROFESSIONAL LICENSING 20

SCHOOL EMPLOYES' RETIREMENT BOARD 22

PENNSYLVANIA IN HISTORY..... 23

CURRENT EDUCATION PUBLICATIONS 25

RADIO CALENDAR.....Inside Back Cover

MODERN EDUCATION SQUARES OFF TO NEW CHALLENGES, Back Cover

ANTICIPATING ANNIVERSARIES

MAY, 1939

1 May Day and Child Health Day.

1 Joseph Addison, 1672-1719. English Essayist.

4 Horace Mann, 1796-1859. Educational reformer, lawyer, founder of normal school. Elected to Hall of Fame in 1900.

6 Robert E. Peary, 1856-1920. Arctic Explorer. First to reach the North Pole.

7 National Music Week Begins.

7 Children's Spring Book Festival (eight days).

9 Richard Evelyn Byrd. First to accomplish flight over North Pole.

12 Peace Week.

12 Florence Nightingale, 1820-1910. English war nurse, founder of modern nursing.

12 American Indian Day. A day for honoring the American Indian.

13 Philadelphia Day at New York World's Fair.

13 Jamestown, Virginia, settled in 1607, under Captain John Smith.

14 National First Aid Week.

14 Mother's Day.

15 First regular air mail service in the world inaugurated by the United States Government in 1918.

16 Joan of Arc, 1412-1431. French national heroine called "The Maid of Orleans."

16 Outdoor Cleanliness Day.

18 World Goodwill Day. Anniversary of the opening in 1889 of the first Hague Peace Conference.

20 Stephen Girard, 1750-1831. Enrolled among Pennsylvania's honored educators on the frieze of the Education Building.

21 The American Association of the Red Cross. Founded in 1881. Clara Barton elected President.

21 Charles Augustus Lindbergh made first non-stop flight from New York to Paris in 1927.

21 Poetry Week Begins.

22 Wilhelm Richard Wagner, 1813-1883. German Composer.

23 James Buchanan Eads, 1820-1887. Engineer, shipbuilder. Elected to Hall of Fame in 1920.

23 Poppy Week.

23 Edgar Fahs Smith, 1854-1928. Enrolled among Pennsylvania's honored educators on the frieze of the Education Building.

25 Ralph Waldo Emerson, 1803-1882. Poet and Essayist, Unitarian minister called "The Sage of Concord." Elected to the Hall of Fame in 1900.

27 Julia Ward Howe, 1819-1910. Author, "Battle Hymn of the Republic."

28 Louis Agassiz, 1807-1873. Zoologist, natural historian, teacher. Elected to the Hall of Fame in 1915.

29 Patrick Henry, 1736-1799. Statesman, lawyer, general orator. Elected to the Hall of Fame in 1920.

30 Memorial Day. Originally observed for the decoration of graves of soldiers of the Civil War and exercises held in their memory.

31 Walt Whitman, 1819-1892. Journalist, poet, naturalist. Elected to the Hall of Fame in 1930.

EDUCATIONAL EVENTS

MAY, 1939

1 National Congress of Parents and Teachers, Cincinnati, Ohio (four days).

1 Tenth Institute for Education by Radio, Ohio State University, Columbus, Ohio.

3 American Association on Mental Deficiency, Chicago, Illinois (four days).

3 American Association for Health and Physical Education (Eastern District Meeting), New York City, New York.

4 American Society for Hard of Hearing, Philadelphia, Pennsylvania (three days).

5 Pennsylvania Home Economics Association, Harrisburg, Pennsylvania (two days).

5 American Council on Education, Washington, D. C. (two days).

6 Educational Policies Commission, Atlantic City, New Jersey (five days).

8 American Psychiatric Association, Chicago, Illinois (five days).

8 General Federation of Women's Clubs, San Francisco, California.

11 Pennsylvania School Music Association, All-State Band Festival, Lancaster, Pennsylvania.

11 New England Modern Language Association, Hartford, Connecticut (two days).

15 American Association for Adult Education, Niagara Falls, Ontario (three days).

15 Boys' Clubs of America. New York, N. Y. (four days).

16 National Federation of Music Clubs, Baltimore, Maryland (six days).

23 Pennsylvania Federation of Women's Clubs, Buck Hill Falls, Pennsylvania.

27 Field Conference of Pennsylvania Geologists, Morgantown, W. Va. (four days).

Executive Office

LESTER K. ADE, *Ph.D., Litt.D., L.H.D., LL.D.*
Superintendent of Public Instruction

CLARENCE E. ACKLEY, *M.A., Ph.D.*
Deputy Superintendent of Public Instruction

IMPROVED EDUCATION FOR RURAL YOUTH IN PENNSYLVANIA

Rural youth of Pennsylvania are entitled to improved educational opportunity. People throughout the State have long held the American ideal of an adequate educational program for all; but in recent years this has been easier to achieve in highly centralized urban areas than in some of our rural districts. Consequently, today much attention is being given to the problem of insuring for rural youth educational opportunities which are their right and which they must have if they are to become the well developed, well adjusted people that life today demands.

Rural Pupils Penalized

The recent report of the Joint Educational Costs Survey Commission created by the General Assembly of 1935, revealed unmistakably that children who reside in the rural parts of Pennsylvania have been definitely penalized by the mere fact of their residence. They attend school in buildings far inferior to those in our cities. As a matter of fact the per-pupil expenditure for school buildings in our rural districts is far less than that in the more populous areas. Poor sanitation characterizes many of these structures. In hundreds of cases, the buildings are relatively inaccessible and are situated several miles from the homes of the pupils.

Low salaries and uncomfortable conditions in these districts have not attracted the most competent teachers. Accordingly, the instruction in many of these schools is relatively inferior. Supervision of teaching is less regular and efficient. This is caused partly by the remoteness of the county superintendent's office from the schools. There is hardly a phase of public education that has not suffered in our country schools merely because of their location in thinly populated areas of the Commonwealth.

More Efficient Attendance Areas

The School Merger Law was passed in order to make it possible for smaller schools and districts to join together in order to develop a diversified program of learning activities adapted to the interests and needs of all the pupils. Our new transportation laws provide free service for all pupils who would be otherwise out of reach of the school. The two-mile limit will no longer be an obstacle in the way of a rural child's regular attendance at school. School buses are being provided with every important safety device to insure the protection of children.

Equal Terms of School

One of the most obvious inequalities between the city and country school opportunities is the length of school term. In a large percentage of the smaller districts, the elementary school term has been only 160 days, whereas, the term in the larger districts has been 180 days or more. During the twelve years of a pupils' school life under the shorter term, he suffers a loss of 240 days which is almost a year and a half. To correct this discrepancy, the new plan would assure every pupil of a minimum school term of 180 days.

Agricultural Education

Much of the work in agricultural education during the past three years has been the extension of the program by the addition of new departments in secondary schools. There has been an increase of approximately seventy-five per cent in the number of such departments in operation.

One of the notable accomplishments in this field has been the expansion of the vocational agricultural program in the Pennsylvania Farm Products Show. Through this great exhibition, vocational boys may exhibit their prize products after winning honors at their local fairs. The attendance of vocational boys and girls at the 1938 Show exceeded 5,000.

Homemaking Education

The number of persons enrolled in vocational and general homemaking education in the secondary schools has been consistently increasing each year. An interesting departure has been the organization of classes for boys on a one-year credit basis, reimbursable from State and Federal funds.

Additional supervisory service has been provided by increasing the number of county homemaking education advisers from twelve to twenty-six, thus making the service available to all counties in the State.

New County Libraries

Recent legislation has encouraged the establishment of county libraries which can more adequately serve schools in outlying areas. This legislation provided a fund through which the State matches the contribution of the county board of commissioners with an amount dependent upon the ability of the county to support its own library. To date twelve counties have established county libraries on this basis and seven others are in process of development.

Modernized School Plants

An almost spectacular achievement in the improvement of education for rural children and youth is the vast school building program that has been undertaken during the past few years. School housing is vitally important from an educational and social, as well as from a constructional standpoint. A school building program can be the lever by means of which a school system may be reorganized along modern, progressive lines.

Future Needs Anticipated

Much remains to be done before every child in rural Pennsylvania will have an opportunity to experience an educational program entirely suited to his needs. Some changes must come through the further development of a State

(Continued on page 9, column 3)

AVIATION VOCATIONS

Under the policies of the Federal Government to provide financial assistance to vocational education in the states, more than 7,000 young men in different parts of the country are now receiving special preparation which will prepare them to become aviation mechanics. Figures issued by the Office of Education show that in Federally aided vocational schools and classes throughout the United States, there are 2,182 such students in day-time classes, 3,242 in part-time classes, and 1,653 in evening trade-extension classes.

New Fields Opened for Boys

The rapid expansion of commercial aviation has opened up a new field of activity for many boys. While the average boy is lured by the romance and adventure of piloting a great transport plane, there is a better chance of his finding an outlet for his mechanical ability in the variety of specialized work that is needed at the airports. A far larger number of men are required for ground work than for pilot duty.

Already at some of our commercial air bases classes are being conducted by local boards of education with Federal aid to provide in-service education for aviation mechanics. In the larger cities and centers where airlines maintain important repair stations, hundreds of men and youth are undergoing special preparation for ground careers in aviation.

National Survey in Progress

Believing that this is an important aspect of vocational education in America, the United States Office of Education recently sent out 1,700 letters to universities and 26,000 letters to secondary and preparatory schools, inquiring what classes in aviation are in progress, how many boys or girls are taking them, and what plans are being made for increasing opportunities for such education.

Aviation Activities in Schools

Among the subjects envisaged as part of the regular secondary school or trade school curriculum are the building of model planes to scale, powering these models with gasoline engines, flying of models, study of principles of flight, study of aviation events, building of gliders, gliding or soaring, ground school education, and flight preparation. The schools are likewise being asked how many planes and airplane motors of different types they own and can use for study purposes.

"When boys and girls begin to consider the angle of unnecessary expense in connection with a gymnasium, instead of discussing the matter with the usual 'what-do-we-care-what-it-costs' it means that some civic consciousness has been aroused."

—Dr. L. J. O'Rourke

Executive Office—Continued

COMMENCEMENTS IN THE MAKING

Commencements are already in the making for the million or more young people who will graduate from the secondary schools in America this June. Many will go on to college; others will find employment during the summer; and a large number who seek work will be unable to locate jobs immediately.

A Test of Education

One of the first tests of the effectiveness of the education of these youth will be their ability to adjust themselves to new circumstances. Our schools aim to provide them with the inner resources needed for the waiting and the transition process that accompanies Commencement. To this end an increasing number of schools are providing facilities for guidance programs to assist these inexperienced folks to make intelligent choices in the everyday problems of living.

Meaningful Commencements

Modern commencement programs are something more than a routine ritual. Teachers, patrons, and students are cooperating to make this annual occasion more meaningful and inspiring, both to the graduates and to the community. They are realizing more fully than ever the rich possibilities the commencement program holds for interpreting the schools.

An increasing number of schools are devoting their programs to the problem of preserving and improving our democracy. Commencement in these schools, whether it be a pageant, a play, a round-table discussion, or other form of program, centers around such themes as "Our America," "The America I Want," "A Democracy At Work," "National Defense," American Tolerance," "Spiritual and Instructional America," "The Responsibilities and Obligations of Citizenship," and the like. These programs invariably present an optimistic outlook for humanity and for democracy.

Planning a Life

Another type of commencement program that is gaining in popularity among secondary schools is devoted to the guidance of youth in making vital life decisions. These programs develop some phase of personal growth and are presented under such challenging titles as, "Your Life In The Making," "Keeping Fit," "Developing Skills," "The Importance Of The Family," "Making Friends," "Enjoying Life," and "Keep On Learning." These terms are treated from the standpoint of what the school has contributed toward these desirable goals.

The Aims of Education

Some commencement programs deal directly with the broader aims of education. In these commencements the students, through dramatization, demonstration, exhibition, or discussion, reveal the objectives of education under four major headings: (1) Self Realization; (2) Human Relationships; (3) Economic Efficiency; and (4) Civic Responsibility.

Commencement affords the communities of our Commonwealth a matchless opportunity to visualize the aims, achievements, and needs of our public schools. This opportunity can be realized best through programs that are vibrant with meaningful activity and carried out on a cooperative basis with genuine enthusiasm and sincerity.

Looking Forward to American Education Week

The success of the celebration of American Education Week is in some measure gauged by the care and thoroughness with which a program is planned. The themes adopted for this annual celebration are invariably of deep social significance and require considerable study for their effective interpretation.

In view of these facts, representatives of the United States Office of Education, the National Congress of Parents and Teachers, the American Legion, and the National Education Association are urging the public schools throughout the Nation to make early preparations this year. These groups have met and unanimously agreed upon the theme for American Education Week, which will be celebrated in November, 1939.

Following is the general theme for the celebration, as well as the specific themes for the several days of American Education Week in 1939:

GENERAL THEME: Education for the American Way of Life.

Sunday, November 5: The Place of Religion in our Democracy.

Monday, November 6: Education for Living Together.

Tuesday, November 7: Education for Civic Responsibility.

Wednesday, November 8: Education for Work.

Thursday, November 9: Cultivating the Love of Learning.

Friday, November 10: Education for Individual Development.

Saturday, November 11: Education for Freedom.

Doctor Graham to Head Administrators

Superintendent Dr. Ben G. Graham of Pittsburgh, Pennsylvania, the newly elected president of the American Association of School Administrators, will take office on March 15. His election was announced by the Board of Tellers who met in Washington on January 21 to count the final preferential ballots.

New Chief of Home Economics Service in United States Office

Miss Edna P. Amidon has been appointed chief of the home economics service in the Office of Education, succeeding Miss Florence Fallgatter who resigned to become head of home economics education at Iowa State College, Ames, Iowa.

For the past nine years, Miss Amidon has been associated with the Federal Board of Vocational Education and more recently with the Office of Education—one year as special agent in studies and investigations in home economics education, and for eight years as regional agent for home economics education.

Before she entered Government service, Miss Amidon held a number of important positions which gave her a broad experience in the field of home economics education. She was a teacher in the elementary rural schools in Minnesota, and a teacher of home economics in a secondary school in Minnesota. She was instructor in home economics in the college foods department and supervising teacher in the teacher-education department at the University of Minnesota, and assistant professor in home management and child development at the University of Missouri.

In addition to being affiliated with the American Home Economics Association, American Vocational Association, National Education Association, and similar professional organizations, Miss Amidon is a member of Phi Upsilon Omicron, professional home economics fraternity, Omicron Mu, honorary home economics fraternity, and Phi Lambda Theta, honorary educational fraternity for women.

Aviation Mechanics

More than 7,000 young men are receiving education in Federally aided vocational schools and classes throughout the United States that will prepare them to become aviation mechanics, according to the United States Office of Education. At the commercial air base in Miami ten classes are being conducted by the local board of education while in New York City 500 young men are receiving training and in Chicago, where airlines maintain important repair stations, a large number are enrolled.

—*Education Digest*

Microphone Technique Learned in School

Executive Office—Concluded

The Schools New York State Wants

(From the Recent Report of the Regents' Inquiry.)

What kind of schools do we in New York state want? What do we expect of the educational system? In answering these questions on the basis of the evidence, these are the things that the state of New York wants and needs from its educational system, stated in the simplest terms. It wants and needs universal educational opportunity, a democratic not a class plan of education, character-building education, good teachers, useful and up-to-date schooling, the removal of obstacles to adult education, home rule and freedom in education, and at all times efficiency and economy. These together represent the educational objectives toward which the state should now direct its undivided energies.

This is a large order and cannot be achieved immediately or at a single leap. Such a long-time program requires patience and faith in the slow but sure processes of the democratic and home rule system which it is designed to advantage. It will, moreover, require a concrete program made up of specific details.

Education Indispensable

What does the history of our nation show concerning the attitude of our great leaders with regard to education?

The history of our nation shows that education was deemed indispensable to popular government and public happiness. This ideal became an actuality as the nation grew westward, but the realization was on a state basis, not a national basis.

Business of Education

What is the business of education?

The primary business of education, in effecting the promises of American democracy, is to guard, cherish, advance, and make available in the life of coming generations the funded and growing wisdom, knowledge, and aspirations of the race.

20,000 Pilots a Year

Announcement has been made by President Roosevelt of a program to train 20,000 college students a year to become airplane pilots as one phase of the program of the National Youth Administration.

—*Education Digest*

TIPS ON TRENDS

Early in the year the *New York Times* requested representative educational leaders to comment on the outlook in education for the current year. Many significant trends were indicated in the replies. Following are excerpts from the returns submitted by educational leaders in response to the invitation of this metropolitan newspaper:

Dr. Frank P. Graves, New York State Commissioner of Education

The present trends in the field of public education indicate an increasing emphasis during the coming year on citizenship and on the broader social goals toward which the school program should aim.

Dr. Reuben T. Shaw, President, National Education Association

Education is on the upswing. The upswing in education which is of greatest social significance is at the adult level. The American Association for Adult Education estimates that one-third of the adults in the United States are engaged in some more or less formal type of learning, ranging from correspondence lessons to forum discussion groups.

Dr. Morse A. Cartwright, Director, American Association for Adult Education

Perhaps the most important adult education development that can be expected in 1939 will lie in the transfer to local auspices, in whole or in part, of the large Federal Government relief effort in this field.

Dr. John W. Studebaker, Commissioner of Education

Reflecting upon social, political, and economic trends in our nation and throughout the world during 1938, I foresee a year of great responsibility and challenge for American education in 1939.

School programs and educational endeavors, whether for young children in elementary schools, older boys and girls in secondary schools, young people in colleges, or for adults, must definitely respond to society's interests, demands, and needs. Today we are turning to education for the solution of problems of vital significance, regardless of whether these problems concern the one-fourth of our nation's population engaged in systematic study, or the other three-fourths of our country's men, women, and children.

Dr. Frederick L. Redefer, Executive Secretary, Progressive Education Association

The outcome of the world's struggle for democracy colors the picture for progressive education in 1939. There are both gloomy and hopeful educational prospects for the new year. If, in the struggle to preserve democracy, force must be used, educational progress will be stunted, if not destroyed.

Dr. Aubrey Williams, Administrator, National Youth Administration

The National Youth Administration during the academic year 1938-1939 will extend secondary school and college aid to about 375,000 young people from sixteen to twenty-four years, or about 45,000 more than during the preceding year.

Dr. Harold G. Campbell, Superintendent of Schools, New York City

Teaching of democracy and tolerance, with emphasis upon the contributions that have been made by all races and nationalities to the building of America, will be an important part of the school program during 1939 and succeeding years. Events throughout the world have given a new significance to the old lessons in Americanization and citizenship.

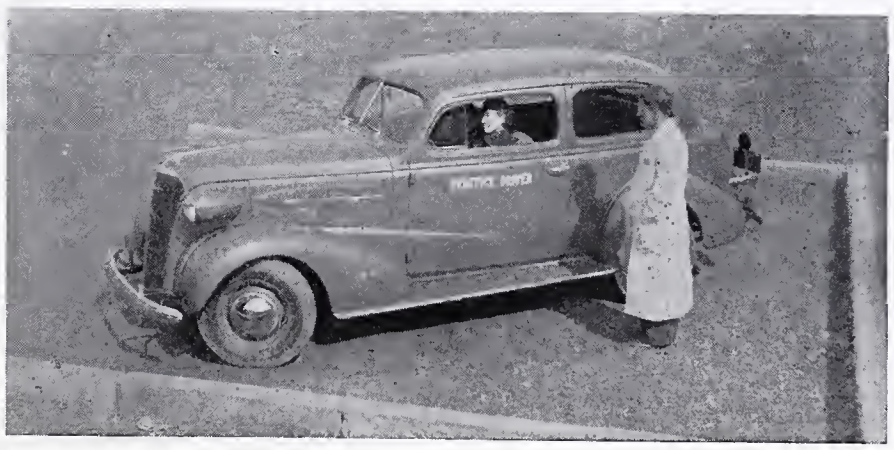
Dr. Stephen Duggan, Director, Institution of International Education

The international outlook in education for the coming year, like the international outlook generally, is bad.

Such subjects in German schools as history, politics, economics, sociology, philosophy, and biology must be taught in conformity with Nazi ideology, however much such teaching may be in opposition not only to views held by the most distinguished scholars elsewhere but even to new discoveries by research students. Moreover, these views determine the teaching given in the lower schools.

Dr. Charles F. Hoban, Jr., Director, Motion Picture Project, American Council on Education

Never before has there been so much interest and activity in curricular development through motion pictures and other visual media, nor has future development appeared so promising. Well-organized activities are under way in the production of new films, in their better distribution to schools, and in their better use in the classroom.



Practice Driving Offered in School

How to Live Together

How important is it that the public schools teach boys and girls how to live together in a democracy?

Education must prepare youth for associational life and activities. With organized industry on one hand and organized labor on the other, every individual is faced with collective responsibilities. Then, too, education must prepare citizens for participation in associational government.

Secretaries Consider School Responsibilities

Almost one thousand interested school officials and citizens attended the Twenty-sixth Annual Convention of the Association of School Board Secretaries in Harrisburg, early in February. The principal features of the program besides routine business were a series of group conferences and an address by Mr. Cameron Beck, of New York City. Dr. Lester K. Ade, Superintendent of Public Instruction, extended greetings to the convention.

In opening the convention, President Harold R. Kratz, of Norristown, urged the school board secretaries to take advantage of the offerings of the convention to become better and more efficient school officials in their communities. He suggested that the convention was designed to create better school relations, to add friends to the cause of education, and to make better communities throughout the State. Cooperation with the Department of Public Instruction, he intimated, was essential in the development of the most effective school programs back home.

Sectional Meetings

The greater part of the morning session was devoted to sectional meetings of school board secretaries. These were arranged in three groups: the first consisting of secretaries and business managers of first and second class districts; the second of secretaries and business managers of third class districts; and the third of secretaries of fourth class districts.

Each group considered such problems as were raised by its own members. A wide range of subjects was considered by secretaries of school districts of the fourth class. During the two-hour session more than fifteen specific topics were raised from the floor. Among these were the following: the disadvantages of the inability of school boards to borrow on unpaid taxes, the plight of districts bonded to the legal limit, the difficulty of collecting unpaid tuition, the undesirability of tax abatement laws, the laxity of tax collectors in the discharge of their duty, the voting on merger in November, tax burden on real estate, needed amendments of the Tenure Act, the need for a revision of the tax system in Pennsylvania, and the threat of Communism in the schools.

In the sectional meeting of secretaries of third class districts, the members discussed the school laws urging revisions and amendments to some. They favored the reestablishment of the Mansfield Act, which authorized boards to borrow on anticipated taxes. They likewise discussed the Tenure Act, the Sabbatical leave for teachers, transportation laws, and tax abatement of laws.

It was suggested by members that quarterly meetings of secretaries of districts of the third class be arranged among neighboring counties in the different parts of the State. In this way problems confronting school districts of the third class would be given more regular and effective consideration during the year.

The secretaries of school districts in the first and second classes spent considerable time in discussing revisions of the Tenure Act. The particular features that were given consideration included the status of married teachers in tenure, the reduction of the teaching staff because of modifying the school program, the demotion of teachers, and the discontinuance of tenure for teachers at the age of sixty-two. A score card system of defining incompetency in connection with dismissal of teachers was suggested. It was also felt that a teacher should appeal to the Department of Public Instruction and ultimately to the Dauphin County Court in tenure trials. The status of substitute teachers was another topic introduced before this group.

Another part of the session was devoted to a discussion of financial problems. The consensus of the secretaries favored a revision of the entire financial program for the State, with the State assuming a larger share of the costs of education. Equalization of assessments under a State Tax Commission was also urged.

HAROLD R. KRATZ

RALPH E. ORD

Ralph E. Ord of Dravosburg was elected President of the Association of School Board Secretaries to succeed Harold R. Kratz of Norristown.

School and Community Relations

"The Importance of Closer Relations Between Schools in the Community" was emphasized by **Mr. Cameron Beck**, of New York City, in a stirring address before the school board secretaries during the afternoon session. In the confusion of our contemporary troubled world, Mr. Beck called upon the secretaries and citizens to cling to the firm ideals which our forefathers struggled to maintain. We must inculcate stern qualities of character in our boys and girls if we are to save democracy from disintegration and chaos. Over 300,000 boys and girls in the United States have become vagrants. The crime bill of America is four times that of education. Mr. Beck would have the idle and vagrant youth in school and not in idleness. Unless we can capitalize on leisure through education, we shall pay four times as much for hospitals, asylums, and penitentiaries. He quoted Horace Mann, who said, "Give me schools and I will close your reformatories."

Our schools should aim not to achieve cleverness but character in the young generation. They should provide suitable offerings not only for the twenty per cent who go to college, but for the eighty per cent who go out to earn a living after finishing public school. Limited school offerings develop repressions in students who find nothing to meet their needs. The program should be expanded so as to reach every boy and girl. Such a program calls for orchestras, bands, glee clubs, dramatics, recreation, aviation, and a great many other activities in which a student may find his leanings. More important than either the old deal or the new deal is a square deal for youth. They are entitled to their birthright of education. Youth is not asking for its birthright, it is demanding it—in fact, it is taking it.

Greetings from State Superintendent

In his greetings to the school board secretaries, **Dr. Lester K. Ade,** Superintendent of Public Instruction, took occasion to comment on some basic provisions and principles of the School Laws of Pennsylvania. He pointed out that school board secretaries, like school directors and agents of State Government, it is their duty through public education to protect the State from incompetent citizenship. As such, school board secretaries and members enjoy contractual authority in the name of the State. The essential conditions of a contract are that they be made by mutual offer and acceptance by adult parties for a valid consideration, with enforceable provisions not prohibited by law, and within the scope of the authority of the contracting parties.

In view of the considerable amount of litigation on education, the Superintendent expressed the opinion that it was important for school officials to be familiar with provisions and principles of school law. To this end, he distributed to each member of the audience a copy of a new pamphlet of the Department, under this title.

Reports

Reports by various committees indicated that the Association of School Board Secretaries was in excellent condition as an organization. The membership had increased by sixty-one members during the past year. A total of 660 districts belong to the association.

The Legislative Committee made no report on the ground that the Association of School Board Secretaries consisted only of part of the school directors of Pennsylvania. The association went on record, however, as being disposed to oppose all detrimental legislation and to support constructive legislation in the interest of schools.

Officers for 1939-1940

President, Ralph E. Ord, Dravosburg; Vice-President, Harold M. Cramblet, Pittsburgh; Treasurer, John J. Schiedel, Upper Darby; and Secretary, Mary E. Robbins, Sunbury.

Directors Weigh Costs Against Educational Needs

How to finance the growing educational needs of the Commonwealth was a major consideration at the Forty-fourth Annual Convention of the Pennsylvania State School Directors' Association, held in Harrisburg, in February. The increasing responsibilities of the schools and the evident declining revenues for the support of education presented a crucial problem for the 2,000 school officials and friends who assembled for the meeting.

President Herbert J. Stockton, of Johnstown, in opening the convention, expressed gratification that every county in the State was represented, and that the membership is the largest in the history of the organization. In fact, five counties had attained 100 per cent membership in the association—Lehigh, McKane, Blair, Elk, and Mifflin.

The President made a plea for friendliness. The convention, he said, affords an opportunity for school directors to meet and greet one another Friendliness engenders understanding, and understanding, he felt, is important to the best service on the part of school directors to their respective communities.

Greetings from Governor James

The unselfish service of school directors from 1834, when the Free School Law was enacted, to the present year constitutes a proud record in a broad sense. School directors are trustees not only of the present, but of future generations. They carry on this serious responsibility in an unselfish manner without hope of any reward. I have a profound respect for men and women who serve our schools in this capacity.

The paramount problem confronting us now is where to get the money to give our schools what they ought to have. The new agencies and demands of our Government have us at wits end to make the budget balance. Somebody must give up or the increasing taxes will become so burdensome as to destroy the Government.

No liberal minded citizen can dispute that many changes are needed. Improvements and facilities are needed in many quarters, but we must adjust our wants to our ability to pay. We have been living in the land of dreams for several years, putting off the fatal hour. The great Benjamin Franklin has portrayed our plight in his proverbial remark, "He that has a debt that's due at Easter, has a very short Lent." However, we are optimistic. We are confident that we have the men and women to give Pennsylvania what it needs to take an honored place among the forty-eight states. But we cannot walk until we creep; nor run until we walk. Originally, we recall, that Pennsylvania was the one place to which folks of every race and creed could come for a haven of rest and opportunity. This was not as true of New England and the South as it was of Pennsylvania. So today the boys and girls of Pennsylvania must get their full opportunity. We must continue to maintain Pennsylvania as the haven of opportunity for all, and as the keystone in the arch of the forty-eight states.

Here in Pennsylvania we should remember that we have arrived at the point where we must pull in our belt a little bit. We must ask before we act, how much will this cost? Where is it going to fit into our budget?

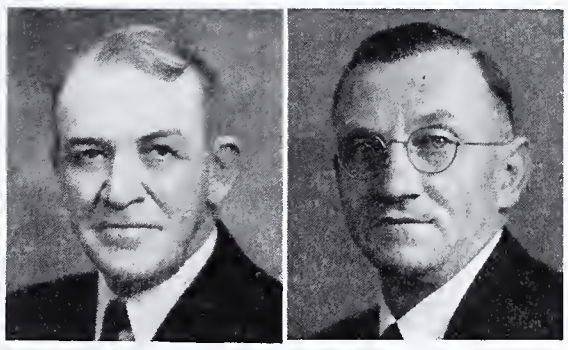
We shall continue to give relief in Pennsylvania. There have been many other projects suggested to us. We might now be in a better position to carry on if we had been a little bit slower in drawing conclusions earlier. Getting something for nothing never was, and is not now a true principle. Someone must pay, and it is usually the men and women who toil.

We shall deal sympathetically with serious problems that confront us. I was often counseled by my father, "If you make your soup salty, you got to drink it; if you make your bed hard, you got to lie in it." We must realize the realities of life.

Being an industrial State, Pennsylvania has been affected by the depression greater than other states. We shall revive industry. We shall not raise up overlords in industry, but on the other hand we shall not kill the goose that lays the golden egg. School directors are troubled by problems back home. We are troubled by problems here in the Capitol. Let us be sympathetic and understanding with one another and work together to the best solution of these problems.

The New York Plan

Dr. Harold L. Fuess, member of the Waterville, New York, school board, reviewed the development of the New York state system of public schools and described briefly their present plan of providing a satisfactory program of education in every community of the state. A four-mill tax on the real value of property is levied for school purposes in every district. The amount raised by this tax is applied to the payment of a foundational educational program costing $1,400 per unit. The difference between the amount raised by the four-mill tax on real valuation, and the cost of the foundational program at $1,400 per unit is paid the district by the state. In this way every district in the state is offering its pupils an educational program represented by an expenditure of at least $1,400 per unit.



HERBERT J. STOCKTON CHESTER H. GROSS

Chester H. Gross of Manchester was elected President of the State School Directors Association to succeed Herbert J. Stockton of Johnstown.

On School Teaching

Hon. J. T. Stewart, Chairman of the House Education Committee, commented before the school directors' convention on the activities of his committee on education. Comprised of thirty-two members of the House, the Education Committee, he said, is giving careful study to the present laws relating to consolidation, transportation, school attendance, teachers' salaries, and the system of appropriations for school purposes. He emphasized the importance of good teachers and their influence on pupils. He regretted that there is so much disagreement among teachers and officials in connection with the development of the present tenure law. He urged school officials to make peace among themselves in order to facilitate the promotion of the best legislation in the interest of public schools.

Reaction to Tenure

Dr. Guy N. Hartman, Superintendent of Somerset County schools, discussed "The School Man's Reaction to Tenure." Our problem, he explained, is not whether or not we want tenure, but rather, what kind of tenure. Briefly, we want tenure which will assure the best quality of teaching service that will afford adequate compensation and security for good teachers, and that will attract the best human talents to the profession. Life tenure for all efficient teachers should come as a reward for good service, and not as a guarantee of position. If unfair practices on the part of directors hamper and distress initiative and good service of teachers, it behooves us to get rid of selfish and indiscreet directors rather than to freeze in incompetent teachers. Otherwise, we shall have both poor directors and incompetent teachers.

A teacher, in Doctor Hartman's judgment, has no more right to protection than the members of any other occupation. Their dependence on law signifies death, decay, and a retreating civilization.

If tenure is lost, it will be because of a few selfish teachers. Some are betraying their trust by assuming the attitude, "you can't fire me." The protection of the best teachers and the dismissal of incompetent teachers should not be looked upon as a victory, but as a challenge to teachers.

In place of the court as a final authority to pass on professional standards, Doctor Hartman suggested a committee composed of the superintendent, a member of the county board, and a teacher not related to the case. He, likewise, urged the provisionary principle, not in terms of time, but in terms of continuous proof of efficiency in classroom service. This implies a periodical renewal of certificates on the basis of continuous growth in service.

History of the Association

An unusual feature of the convention was the presentation by **D. A. Best,** member of the East McKeesport school board, of an interesting account of the history of the State School Directors' Association, under the title, "Our State Association—A Brief Resume of Past, Present, and Future." Mr. Best stated that the association was first conceived in 1887, when Allegheny County organized the first unit in the Commonwealth. However, it was 1896 when the State organization was formulated. Since that small beginning it has grown to its present vast membership and prestige in the educational service of the State.

Fiscal Program

The directors were genuinely enlightened by the address of **Dr. Paul H. Wueller,** of Pennsylvania State College, entitled "A Fiscal Program for Education." The higher costs of education in the smaller districts are revealed in the following facts, Doctor Wueller said: Our first class districts are able to provide $140 per pupil on a tax levy of nine mills, while our fourth class districts are able to provide only $70 per pupil on a tax levy of thirteen mills. This situation is further evidenced by the fact that Pennsylvania has been obliged to spend from $2,000,000 to $4,000,000 a biennium in emergencies to keep distressed schools in operation. This leads to the conclusion that the State should assume a larger share of the cost of operating our public schools.

If the State is to assume a larger share of the costs, we must turn our attention to ways and means of providing this additional State money. To accomplish this end our tax system should be completely rectified. According to our present laws, assessments on property are to be made at full market value. No one pays attention to this law. Incompetent assessors are engaged to do the work. Directors tinker with assessments to get larger appropriations for their schools. A correction of these weaknesses, possibly through a State Tax Commission, would provide some additional revenues.

(Continued on page 6)

DIRECTORS WEIGH COSTS AGAINST EDUCATIONAL NEEDS

(Continued from previous page)

Good government begins at home, Doctor Wueller said. An examination of our local setup reveals that it costs almost nine times as much to collect local taxes in Pennsylvania as in other states. From two and seven-tenths per cent to three and five-tenths per cent is the cost of tax collection in Pennsylvania. In Massachusetts and Indiana the cost is three and three-tenths per cent. A correction of this defect would net upwards of $3,500,000 per year for school purposes.

In last year's school tax levy of $130,000,000 —$27,000,000 is delinquent. This delinquency may be attributed in large part to our tax abatement laws. They do not make for efficiency. Doctor Wueller suggested the abolition of such local taxes as poll tax, per capita tax, and occupational tax. These are difficult to collect. He also suggested the elimination of the State mercantile license and the intangible on personal property and the Federal income tax. On the other hand, he proposed new revenue producers such as a retail sales tax, a personal earned income tax, and a tax on operating utilities. His final plea was for a spirit of compromise in the solution of a stubborn financial problem, and that we act with unity in behalf of the schools because children cannot vote.

An Equalization Plan for Pennsylvania

Dr. Lester K. Ade, Superintendent of Public Instruction, outlined a practical plan for the equalization of educational opportunity for the children and youth of Pennsylvania.

In our plan, the amount of equalization fund, if any, for each school district has been calculated on the basis of the amount of money that could be raised by the local district through a tax levy of five or six mills on true valuation. This amount, plus the amount of State appropriation under the present law, would constitute a basis on which to compute the equalization appropriation for a given district. The State would pay the remainder from an equalization fund in order to provide an adequate foundational program for the elementary and secondary schools.

Each school district would levy whatever tax beyond five or six mills on true valuation that would be required to raise sufficient funds to take care of the debt service and capital outlay. Educational facilities that they might wish to provide beyond the level of the foundational program would also be financed in this manner.

There are a number of advantages that would accrue from the equalization of assessments of property and an adequate equalization plan in the distribution of State subsidies. A State Tax Commission should be able to regulate and bring about desirable results in the equalization of property assessments and proper evaluation of properties.

The State equalization fund would be paid to school districts according to their financial need, regardless of population or effort. This would go a long way toward diminishing or eliminating many of the inequalities now existing, both financial and educational. Not only would the equalization fund tend to equalize educational opportunities by furnishing the funds according to the paying ability of school districts, but a portion of such fund would be passed on as a saving to the taxpayer in a number of districts. This would tend to relieve the amount of taxation on real estate, which is now bearing entirely too large a share of taxation. The need for supplementary special aid to school districts would be greatly reduced and possibly entirely eliminated.

While each school district, at the discretion of its local school board, could furnish educational facilities beyond the minimum program to whatever extent it might desire, every child in Pennsylvania would be guaranteed an acceptable minimum educational program.

Prevention of Tuberculosis

A program for the prevention of tuberculosis in Pennsylvania was presented by **Dr. C. Howard Witmer,** member of the Manheim Township school board. In preparing men and women for citizenship, he said, we should make sure to send them out healthy. Rapid strides in the control of tuberculosis have been made. The death rate has been reduced by fifty per cent in the last fifty years. Early diagnosis is essential. X-ray tests reveal that one in 3,000 elementary children has tuberculosis; one in 400 secondary school children has tuberculosis; and one in fifty teachers has tuberculosis. On this basis, among Pennsylvania's 63,000 school teachers, over 1,200 cases of active tuberculosis might be found. Medical inspection, dental hygiene, proper school nursing, together with the use of the X-ray, are effective means of reducing the ravages and spread of tuberculosis.

The School Plant

The directors were favored with an inspiring exposition of the essential factors in planning the modern school plant by **Dr. N. S. Engelhardt,** of Columbia University, New York City. Spaces and areas for the basic needs of children and youth today should be provided in our school plants. For the nursery and primary children there should be a home-school unit; for the elementary pupils there should be a community intermediate school; and for the older students there should be a youth center. Citizens and parents should also be drawn within the premises of the school, for the modern school, with its museum, health and recreation facilities, is a focus of community life.

Civic planning and school plant planning overlap. Recreation grounds, parks, and play areas are not limited to the use of pupils, but are available for every member of the community Likewise, they should not be limited to fixed seasons. Among the vital characteristics emphasized by Doctor Engelhardt was the organistic development of a school plant, which provides for a social life at all age levels. Here is a room for the active development of the whole child in its mental, social, and physical qualities. There is ease of circulation and such mechanical aspects as sanitation, safety, and adequate heating, ventilating, and lighting are present.

The kindergarten is the most attractive area of the plant. Children like to live here. The color scheme is appealing. There is ample acreage for playgrounds. It is a veritable house of childhood for pupils—ages three to five. Parents and teachers cooperate in their activities. Artificial grade lines are not maintained. There is individual development. There is provision for rest, diet, and expression. There is a variety of books, magazines, games, and a garden surrounds the place.

Variational planning comprises accommodations for libraries, game rooms, auditoriums, community centers, remedial programs, physical activities, social appreciations, and a general exchange of social manifestations. Realism is the spirit of the school. The concepts of democracy find action here. The physical, mental, and spiritual growth of the pupils goes forward. There are pets, there are Scout activities, clubs, and large living laboratories. Radio, motion pictures, television bring the realities of the world to the pupils and magnify and supplement the textbooks. Here pu-

(Continued on page 26, columns 2 and 3)

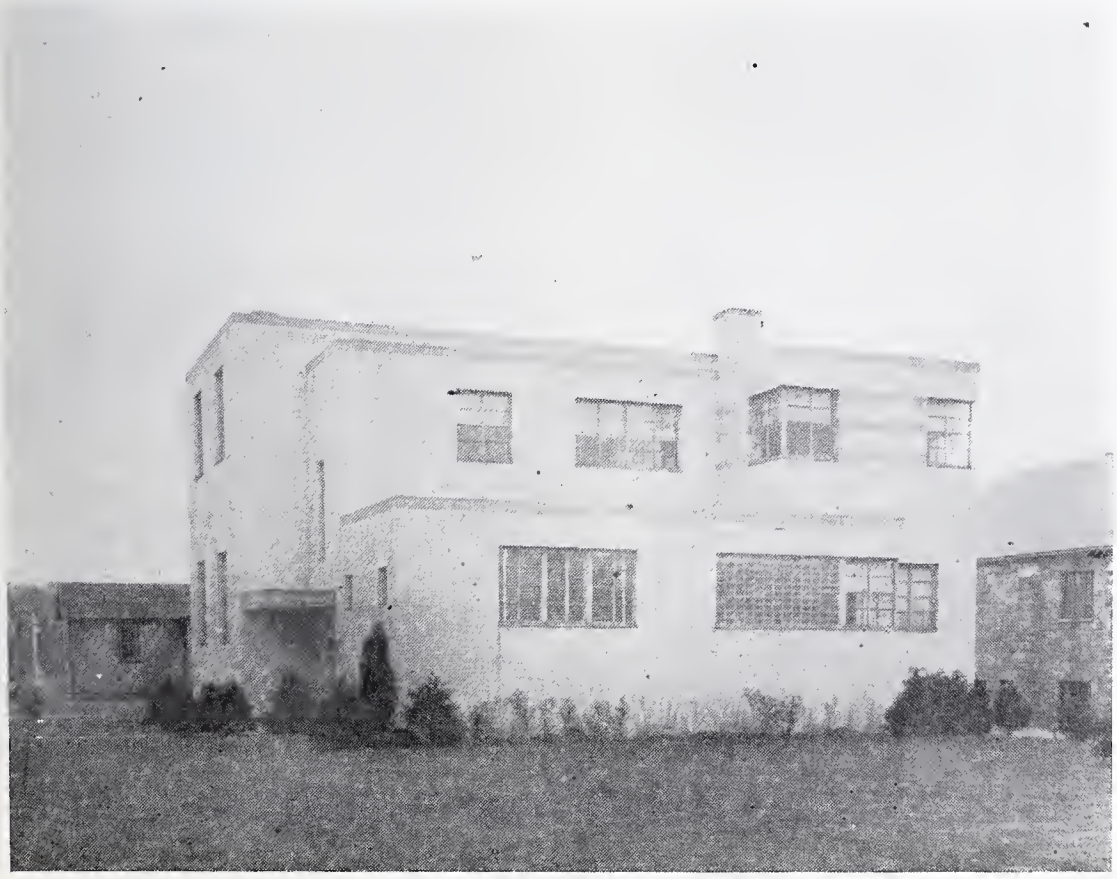
Learning Wholesome Living Habits in School

Administration and Finance

DONALD P. DAVIS, *M.A., Ph.D.*
Director, Bureau Administration and Finance

CARL D. MORNEWECK, *M.S., Ph.D.*
Assistant Director, Bureau Administration and Finance

An Appropriate Place to Play



A Homemaking Cottage
Where Students Acquire the Fine Art of Living Together

Federal Government Provides New Schools for Quarter Million Pupils in Year

A quarter of a million of the students enrolled in the Nation's schools are housed in a thousand new school buildings completed during the past year and made possible through allotments by the Public Works Administration. These students occupying newly completed modern classrooms are but a brigade in a vast army of youth that are studying in approximately 8,000 modern school structures made possible by PWA since 1933.

Schools Favored Over Other Projects

Forty-two per cent of the 13,749 non-Federal projects of the PWA programs from 1933 through 1937, or 5,886, were for educational buildings constructed with the aid of PWA grants of $392,751,272 and loans of $89,683,445. Colleges and universities in practically every State shared in the construction program to the extent of 493 new buildings built at a cost of $147,053,134. Included in the list were not only the large universities but small institutions such as Teachers Colleges, State normal schools, schools for the deaf, junior colleges, and vocational schools.

To date, slightly more than forty-four per cent of the approved projects are of this type, meaning approximately 2,100 more new buildings, that will, when completed, provide 11,000 classrooms for 470,000 students. For this portion of the program, PWA has made grants of nearly $200,000,000, and the small and rural communities have shared proportionately.

Growth of Consolidated Schools

An interesting result of the large-scale school-building program of the past five years has been the growth of the consolidated school district plan in almost every section, but more particularly in the south and the middle west. Groups of primary and secondary students, heretofore widely scattered over a rural area, are now, with the aid of better highways and bus service, brought together in one new modern school. This has made for better instrution, better school spirit, and the lowering of county school taxes.

Public Uses School Facilities

Another outgrowth of the school construction program is the widespread increasing use made by communities, both large and small, of the school buildings. Where not so many years ago a school was used six hours a day, five days a week, primarily for instruction, now it is also used for town meetings, adult education, concerts, pageants, lecture courses, and other forms of entertainment. Today, the average American school has become a real community center.

Thus the Federal Government has been instrumental, from its beginning in 1933 to date, in providing nearly 7,900 new or improved and enlarged schools in nearly every county in the nation, including secondary schools and colleges and universities, offering 44,200 classrooms to 1,769,000 students.

Administration and Finance—Continued

Enrolments in Secondary Schools in Pennsylvania

DR. CARL D. MORNEWECK
Chief, Division of Child Accounting and Research

In an analysis of data furnished on the secondary school classification reports for the school year 1937-1938 it was found that 554 of the 1,260 secondary schools have enrolments of 2,000 or less. There are 111 secondary schools with enrolments of fifty pupils or less.

The following table presents a summary of the enrolments. The twelve trade schools in which pupils of secondary school level are enrolled have been included in the list.

Summary of Enrolments in Secondary Schools

Enrolments	*Number of Schools*
0– 25	33
26– 50	79
51– 75	81
76–100	111
101–125	80
126–150	62
151–175	62
176–200	29
201 Plus	539
Sub Total	730
Grand Total	1,269

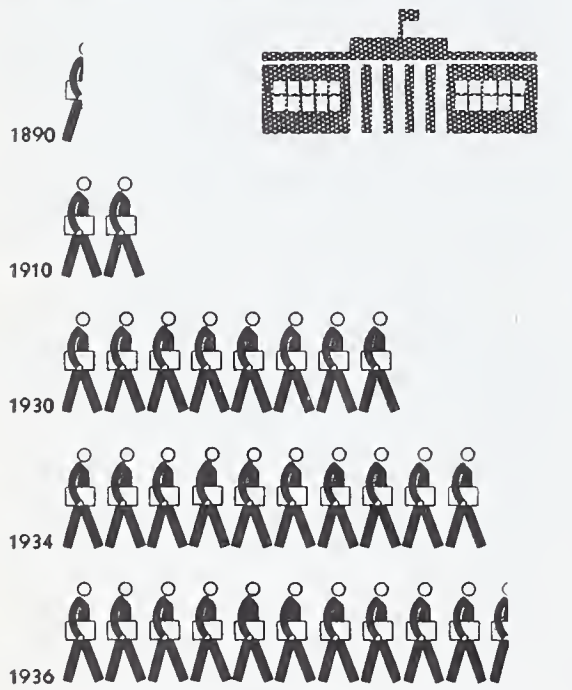
60 Per Cent Adult Population Never Attended Secondary Schools

The educational background of 82,200,000 adults, the total population over eighteen years of age, is as follows:

Grammar School or less	**49,590,000**
Incomplete Secondary School	**15,130,000**
Secondary School	**6,100,000**
Incomplete College	**4,900,000**
Illiterate	**4,100,000**
College	**2,380,000**

—*Printers' Ink Weekly.*

SECONDARY EDUCATION ENROLMENT



Each symbol represents 600,000 students in public and private schools.

6,000,000 Attend Secondary Schools in 1939

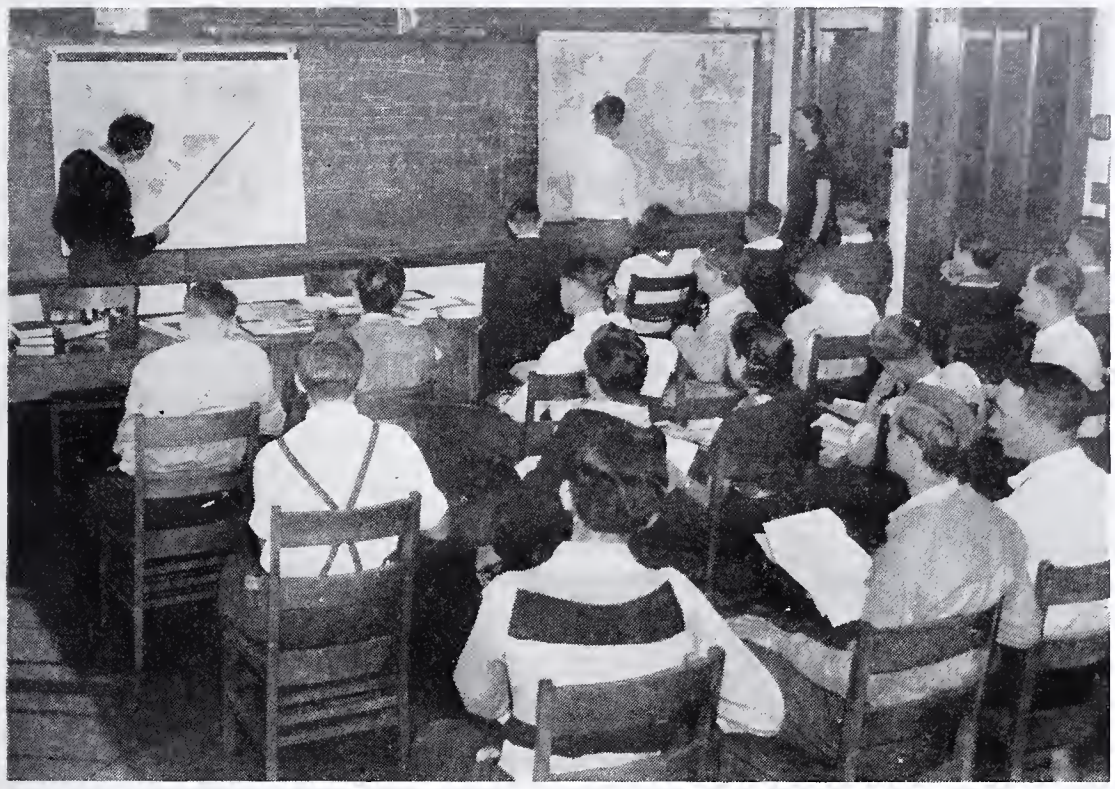
STATE SCHOOL BUDGET
1939 - - - 1941

Item	Approved by the Gov. 1937-1939	Recommended 1939-1941	Increase or Decrease
Governmental Operations other than Subsidies:			
Departmental			
Salary of Superintendent	$24,000.00	$24,000.00	.....
Departmental Salaries and Expenses	632,500.00	632,500.00	.....
Library and Museum—Salaries, Expenses, and Clipping Service	238,000.00	233,000.00	—$5,000.00
Licensing and Examining Boards—Salaries and Expenses	572,300.00	518,000.00	—54,300.00
Board of Censors—Salaries and Expenses	131,750.00	118,000.00	—13,750.00
Pa. Historical Commission—Salaries and Expenses	55,000.00	31,000.00	—24,000.00
Eye and Ear Tests of Pupils	25,000.00	.....	—25,000.00
Maintenance of Historical Sites	10,000.00	70,000.00	60,000.00
Total, Departmental	$1,688,550.00	$1,626,500.00	—$62,050.00
Institutional			
State Teachers Colleges	3,720,000.00	3,820,000.00	100,000.00
State Oral School	160,000.00	190,000.00	30,000.00
Soldiers' Orphan School	315,000.00	365,000.00	50,000.00
Thaddeus Stevens Industrial School	95,000.00	58,000.00	—37,000.00
Total, Institutional	$4,290,000.00	$4,433,000.00	$143,000.00
Total, Governmental Operations other than Subsidies	$5,978,550.00	$6,059,500.00	$80,950.00
Subsidies:			
Public Schools			
Salaries of County Superintendents	482,027.00	509,000.00	26,973.00
Expenses of County Superintendents	50,000.00	50,000.00	.....
Salaries of Assistant County Superintendents	459,500.00	486,000.00	26,500.00
Expenses of Assistant County Superintendents	70,000.00	70,000.00	.....
Salaries of County Boards	39,600.00	39,600.00	.....
Transportation	3,500,000.00	3,500,000.00	.....
Vocational Education and Training Vocational Teachers	800,000.00	1,100,000.00	300,000.00
Special Vocational Classes	50,000.00	.....	—50,000.00
Miscellaneous Subsidies	283,000.00	331,000.00	48,000.00
Support of Public Schools	60,000,000.00	61,000,000.00	1,000,000.00
Aid to Financially Handicapped School Districts	2,000,000.00	2,000,000.00	.....
Total, Public School Subsidies	$67,734,127.00	$69,085,600.00	$1,351,473.00
Education of Blind and Deaf	1,150,000.00	1,150,000.00	.....
Total, Education of Blind and Deaf	$1,150,000.00	$1,150,000.00	.....
Retirement of School Employes			
Contingent Reserve Account	2,450,000.00	2,450,000.00	.....
Annuity Reserve Account No. 2	3,600,000.00	3,500,000.00	—100,000.00
Former Teachers Account	250,000.00	280,000.00	30,000.00
Total, Retirement of School Employes	$6,300,000.00	$6,230,000.00	—$70,000.00
Pennsylvania State College			
Maintenance (Land Grant Act)	4,150,000.00	4,375,000.00	225,000.00
School of Mineral Industries	100,000.00	50,000.00	—50,000.00
Engineering Research	25,000.00	.....	—25,000.00
Total, Pennsylvania State College	$4,275,000.00	$4,425,000.00	$150,000.00
Universities and Colleges			
University of Pennsylvania	1,585,000.00	1,485,000.00	—100,000.00
University of Pittsburgh	1,188,000.00	1,188,000.00	.....
Lincoln University	50,000.00	50,000.00	.....
Women's Medical College	100,000.00	81,000.00	—19,000.00
Jefferson Medical College	125,000.00	75,000.00	—50,000.00
Hahnemann Medical College	110,000.00	99,000.00	—11,000.00
Temple University	900,000.00	750,000.00	—150,000.00
Total, Universities and Colleges	$4,058,000.00	$3,728,000.00	—$330,000.00
Other Educational Institutions			
Philadelphia Museum	30,000.00	27,000.00	—3,000.00
Pa. Museum and School of Industrial Arts	90,000.00	81,000.00	—9,000.00
Philadelphia School of Design	20,000.00	.....	—20,000.00
Downingtown Industrial and Agricultural School	60,000.00	54,000.00	—6,000.00
Pa. Nautical School	100,000.00	*90,000.00	—10,000.00
National Farm School	36,000.00	32,400.00	—3,600.00
Johnson Industrial School	22,500.00	22,500.00	.....
Total, Other Educational Institutions	$358,500.00	$306,900.00	—$51,600.00
Other Subsidies			
Aid to Free Public Libraries	28,000.00	28,000.00	.....
Total, Other Subsidies	$28,000.00	$28,000.00	.....
Total, Subsidies	$83,903,627.00	$84,953,500.00	$1,049,873.00
Construction and Land Purchases			
Eliminating Fire Hazards—Educational Institutions	432,300.00	.....	—432,300.00
State Authority Rentals—1938 Special Session	1,000,000.00	.....	—1,000,000.00
Total, Construction and Land Purchases	$1,432,300.00	.....	—$1,432,300.00
TOTAL APPROPRIATIONS, DEPARTMENT OF PUBLIC INSTRUCTION	$91,314,477.00	$91,013,000.00	—$301,477.00

* In the Governor's Budget this amount is charged to the Department of Forests and Waters rather than to the Department of Public Instruction.

Note: Not included in the amounts indicated above was a deficiency appropriation of $1,925,000 for transportation, support of public schools, and equipment for new buildings.

Administration and Finance—Concluded



Where Learning Takes Place

Posters on Educational Fundamentals

The Educational Policies Commission has issued a series of attractive and concise posters dealing with fundamental phases of Public Education in America. The posters are 9 x 12" in size, and printed in attractive form for display on bulletin boards. Each poster contains the highlights of one of the several reports issued by the Educational Policies Commission, which functions under the National Education Association.

Following are the titles of the posters:

Poster Number	*Title*
1	**The Unique Function of Education**
2	**The Structure of the School System**
3	**A Check List for Your State**
4	**Local School Administration**
5	**Some National Policies for Education**
6	**Education for Self-Realization**
7	**Education for Human Relationship**
8	**Education for Economic Efficiency**
9	**Education for Civic Responsibility**
10	**The Meaning of Population Trends**
11	**Principles of Professional Organization**
12	**Community Relationships of the Schools**

Further information concerning posters and other publications of the Commission may be obtained by writing to the Educational Policies Commission, 1201 Sixteenth Street, N. W., Washington, D. C.

Only 40% of Adult Population Attends Secondary School

Recent figures for the United States as a whole indicate that the educational background of 82,200,000 adults, the total population over eighteen years of age, is as follows:

Grammar school or less....	49,590,000
Incomplete secondary school	15,130,000
Secondary school	6,100,000
Incomplete college	4,900,000
Illiterate	4,100,000
College	2,380,000

Penn Day Bulletins Available

The Penn Day bulletin, prepared by the Department of Public Instruction, and containing a vast amount of information on William Penn and the historical background of the Commonwealth which he founded, is available for distribution.

School officials, lay leaders, and others who may desire to make use of this bulletin are invited to write to Dr. Paul L. Cressman, Director, Bureau of Instruction, Department of Public Instruction, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania.

IMPROVED EDUCATION FOR RURAL YOUTH

(Concluded from page 1, column 2)

program to insure an even more satisfactory plan of equalizing cost. It will interest you to know that both the Department of Public Instruction and the Pennsylvania State Education Association have given and are giving serious consideration to this problem.

Much can be done in other ways through a State program. But not all the responsibility for providing a program of improved education for rural youth in Pennsylvania lies with the State. Many of the needed changes will come through the acceptance by local districts of the opportunities already provided through permissive legislation, and by the development of local programs which use to the greatest possible extent the initiative and resources of local communities.

Ability to Support Education

The ability of the states to support education varies in the extreme cases in the proportion of 1.00 to 6.14, 7.68, and 9.14, according to the measure of educational need used. For each $1.00 which Mississippi could have raised for the support of a given program of education, Nevada could have raised at least $6.14 and New York could have raised at least $5.35 for the same purpose.—*Leslie L. Chism in "The Economic Ability of the States to Finance Public Schools."*

Learning Ins and Outs of a Modern Kitchen

Teacher Education and Certification

HENRY KLONOWER, *M.A., Ped.D.*
Director, Teacher Education and Certification

HARRY L. KRINER, *M.A., Ed.D.*
Assistant Director, Teacher Education and Certification

SPECIAL SERVICES OFFERED BY COLLEGES

DR. HARRY L. KRINER
Assistant Director, Teacher Education and Certification

State Teachers Colleges today are conducting many special services to the public school areas in which they operate. Among these useful services are demonstrations and practical tests in the public schools in all parts of the Commonwealth. This is being done by clinical leaders, and by leaders in such fields as art, music, business education, health and physical education, and industrial arts. Educational consultive service in various fields have been established free of charge to the school districts in the teachers college service areas. The faculty members of each institution give hundreds of addresses each year to school assemblies, civic organizations, and county institutes.

Another phase of work which is receiving considerable attention and will most likely be rapidly developed is the follow-up work of the teachers who are employed as new entrants. Teacher education, placement and follow-up work are being combined as an essential service of the teacher education institution. As the State invests money in its own institutions for such services, the school districts become cooperative instead of competitive units in essential educational functions.

College Reading Clinics

There are certain individuals who, because of peculiar physical or social conditions, have difficulty in learning to read effectively until a diagnosis of their difficulty has been made and a remedial program put into effect by an expert in the field. The State Teachers Colleges are rapidly securing experts in the reading field and establishing clinics. Where county and district superintendents may secure the proper testing and remedial advice for the teachers who happen to have pupils with reading difficulties, the pupils with the most outstanding deficiencies are tested and remedial programs set up.

It is highly important that each individual in this complex society be able to read rapidly and effectively. Accordingly, our State Teachers Colleges have been giving some attention to this problem within their own group for some time. Only recently, however, have they started to expand the service beyond the college to any marked degree. It may be noted that only 146 cases were cared for between 1932-1935, while 1,121 cases were cared for between 1935 and 1936.

Speech Clinics Serve Vital Need

Through the speech clinics of our State Teachers Colleges, school teachers of each college service area, and in turn the public, have

(Continued on page 12, column 1)

IMPETUS TO TEACHER EDUCATION

DR. HENRY KLONOWER
Director, Teacher Education and Certification

The State Council of Education approved the recommendation further advancing the qualifications of teachers in prescribing progressively advancing requirements for the addition of special fields to valid teachers' certificates. The present requirement consists of eighteen semester hours, the new requirement prescribes twenty-four semester hours by September 1, 1939, and thirty semester hours by September 1, 1940.

The State Council of Education further approved progressively advancing standards for administrative and supervisory officials. The present requirement consists of twelve semester hours of approved graduate courses; the new requirement prescribes eighteen semester hours of approved graduate courses by April 1939, twenty-four semester hours by April 1940, and thirty semester hours, or the master's degree, by April 1941.

To stimulate further professional growth of teachers in service, two bulletins were completed—"Institutions of Higher Learning in Relation to a State Program of Teacher Education," and "In-Service Education of Teachers."

New Certificate Regulation

The certification regulations provide for the extension of a teacher's certificate where an applicant has completed as few as eighteen semester hours selected from an approved curriculum in any one of the special fields such as art, music, health, business education, industrial arts, and library science.

With the availability of many teachers who have completed four years of education specifically in these fields, it seems reasonable to suggest that the requirements for the extension of certificates to cover these fields be advanced progressively until each group will have had equivalent education in the subject to be taught and supervised. This will not only bring to the classroom better qualified teachers in the specific field, but it will also seem entirely fair to the teachers who have spent effort, time, and money to complete a four-year college curriculum.

At the meeting of the State Council of Education, the following change in the certification regulations, progressively effective September 1, 1939, and September 1, 1940, was adopted:

RESOLVED: That after September 1, 1939, the extension of a valid teacher's certificate to include the field of art or music or health or business education or industrial art or library science, will require the satisfactory completion of not fewer than twenty-four semester hours of approved courses in the field; after September 1, 1940, thirty semester hours of approved courses in the field will be required.

Making Life Brighter and More Meaningful Through Creative Activities

Teacher Education and Certification—Continued

Requirements for Administrative and Supervisory Certificates

DR. C. O. WILLIAMS
Assistant Director, Teacher Education and Certification

The recent inquiry as to the advisability of and the need for the extension of the present educational requirements for administrative and supervisory certificates resulted in nearly unanimous agreement among superintendents, administrative officers, deans of graduate schools of education, and others interested in the development of the public schools. The recommendation was to the effect that the present requirement of twelve semester hours of graduate work in administration and supervision should be progressively increased. At the meeting of the State Council of Education, October 3, 1938, the following change in the certification regulations governing the graduate requirement was adopted:

Resolved: The term, "a graduate course in education," is defined by the State Council of Education as consisting of twelve semester hours of graduate courses in the field of administration and supervision: *"For the year beginning April 1, 1939, eighteen semester hours of graduate courses: for the year beginning April 1, 1940, twenty-four semester hours of graduate courses: for the year beginning April 1, 1941, thirty semester hours of graduate courses or a master's degree."*

This increase in the educational requirements for the administrative and supervisory certificates is not retroactive. The regulation applies solely to new entrants and is included in the certification regulations in the hope that it will make available to prospective administrative and supervisory officials a richer background of the problems involved in curriculum construction, fiscal affairs, school plant, teacher personnel, social problems, public relationships, supervision, consolidation, school law, and research, all of which now make demands on the administrative and supervisory officer.

Objectives of the Graduate Courses Required for a Commissioned Administrative and Supervisory Official

DR. HARRY L. KRINER
Assistant Director, Teacher Education and Certification

The purpose of the progressively advanced professional standards for school superintendents is to give the person who is interested in becoming an administrative and supervisory officer, an opportunity to master the complete field of knowledge needed in public school administration and supervision rather than to satisfy merely a technical requirement in terms of "credits."

Desirable objectives which are to be obtained through the completion of graduate courses are herewith given, and the designated, or responsible official of each institution where such courses have been completed shall be given the privilege and responsibility of submitting the courses in administration and supervision for commissioned officers and certifying that the graduate courses completed meet the objectives as expressed in the fields of knowledge.

Objectives Expressed in Fields of Knowledge

A. ***Organization and Administration:*** A minimum of one-third of the requirement shall include an understanding of and ability to deal with:

1. Public school districts and international organizations of local and State units.
2. Essentials of modern elementary and secondary school organization and administration.
3. School finance, business management, and accounting necessary for the administration of an educational program.
4. Problems in connection with management, operation, and maintenance of the school plant.
5. Legal phases connected with public education.
6. Problems of professional and other staff personnel.
7. Problems in connection with pupil personnel.
8. Research and appraisal methods appropriate to the different types of educational problems and programs.
9. Problems involved in public school relations.
10. Auxiliary and coordinate agencies.

B. ***Supervision of Instruction:*** A minimum of one-third of the requirement shall include an understanding of and ability to deal with:

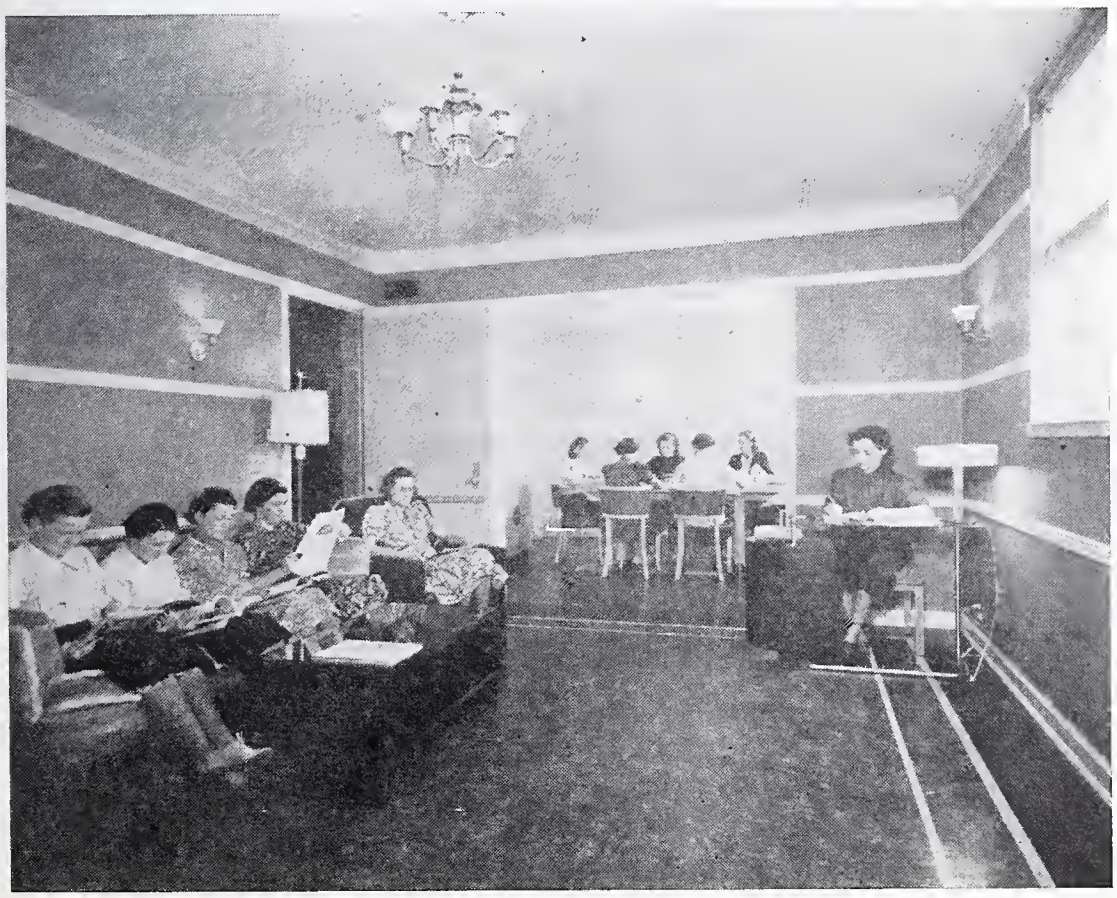
1. Improvement of instruction.
2. Construction, revision, and evaluation of the programs of learning activities.
3. Problems associated with the individual differences in learning, adjustment, and guidance.

C. ***Electives:*** One-third of the requirement. These may be used to fill in the gaps under Parts I and II. It should also be used to emphasize phases of administration and supervision in the field of least experience. If the experience and education have been entirely in the field of secondary education, these electives should emphasize the administration and supervision of elementary education, or vice versa.

Specific Units

In attaining the objectives for the organization and administration of public schools, the following, as well as other units should be studied: districts; directors; pupil accounting; employes; objectives of various school organizations; school business in terms of revenue, disbursements, budgets, unit costs, accounting, records, business management; building equipment, inventory, insurance, use and maintenance of plant; school law; teacher selection, education, orientation, certification, retirement, rating, salary, and tenure; pupil census, attendance, health, classification, failures, promotions, and reports; public school relations; research and survey methods, and interpretations; academic and vocational organizations.

In attaining the objectives for supervision of instruction, the following as well as many other units should be studied; classroom procedures, conferences, demonstrations; teacher meetings; materials and methods; laws of learning; methods of study; nature of teaching and learning processes; curriculum construction, revision, content, and basis; clinics in reading, speech, health, and psychology; honors and pupil evaluation; general and vocational guidance.



Practicing What They Will Teach

New York University Summer Course

This summer the School of Retailing of New York University is offering special courses of interest to teachers, instructors in professional schools and supervisors under the George-Deen Act.

Teacher Education and Certification—Concluded

SPECIAL SERVICES OFFERED BY COLLEGES

(Concluded from page 10, column 1)

been receiving very important and valuable services. The public school teachers have been finding many speech problems among the pupils. These are often merely deficiencies known as stuttering, stammering, lisping, or the use of localisms. There are others, however, with more serious deficiencies.

During the years 1932-1935, there were 533 cases examined and the majority of these were within the colleges themselves. The number was more than tripled in the next three years, 1935-1938, with a total of 1,794 being assisted. It will be noted that the public at large is rapidly turning toward these centers for help. There seems to be little doubt concerning the real value of this work. The demand for this service from the colleges by the public is increasing faster than it can be rendered because of the lack of personnel and facilities.

Psychological Clinics Sponsored by Colleges

While psychological clinics have existed in several of our State Teachers Colleges for eight to ten years, their use has been limited largely to the student body until rather recently. This service has been expanding for the public at large with great rapidity. During the past six years, these clinics have developed with the colleges themselves, but by far the largest amount of work is now being done in the public schools found in the service areas of the colleges.

During 1932 to 1935, there were 914 cases handled in these clinics. This number increased to 3,262 for the three-year period, 1935-1938. It is very hard to estimate the social improvement which without doubt has resulted from the 4,176 cases diagnosed and adjusted by these clinics. Superintendents and supervising principals have been very appreciative of this added service.

College Film Exchanges Widely Used

One of the outstanding services of our State Teachers Colleges has been film exchanges. The various films which are owned and exchanged by the colleges serve a definite educational purpose for students in the elementary and secondary schools, and in colleges and adult fields in general. Many institutions and organizations which cooperate with the public schools have found the use of these films highly valuable.

During the three-year period 1932 to 1935, there were 3,170 exchanges, or uses made of these films. The number had increased for the next three-year period 1935 to 1938, to 7,366. For the six-year period 1932-1938, the films were used almost three times as much away from the college as in the college itself. The increase of use has been more rapid for the public at large. By means of this film service thousands of boys and girls as well as adults in this Commonwealth have been able to witness scientific and cultural phenomena which they otherwise probably would not have been able to see. At the same time, future teachers were learning the importance and use of visual aids in education.

CRUISE TO RIO

Ship Specially Chartered in Conjunction with Eighth Biennial Congress of World Federation of Education Associations.

Remarkable interest is being shown in the Rotterdam Summer Cruise to South America, in conjunction with the Eighth Biennial Congress of the World Federation of Education Associations at Rio, August 6th to 11th. Every state in the Union will be represented among its passengers.

The Rotterdam, sailing from New York July 5th and from New Orleans July 10th—to permit those attending the N. E. A. Convention at San Francisco to join the cruise—has been specially chartered. Her fifty-three-day itinerary offers an opportunity to combine the vacational with the educational phases of travel, under W. F. E. A. auspices. Besides the high point of the cruise, five and a half days in Rio de Janeiro, which is playing host to the Congress, the Rotterdam will also visit Havana, Curacao, Venezuela, Pernambuco, Buenos Aires, Montevideo, Santos, Bahia, Trinidad, Barbados and Puerto Rico, returning to New York August 27th. In addition, progress has been made with the plans to have lecture courses by prominent educators on board ship, to make possible the fullest appreciation of the countries to be visited.

Inquiries should be addressed to the World Federation of Education Associations, 1201 Sixteenth Street, N. W., Washington, D. C.

JUNIOR COLLEGE ENROLMENT UP

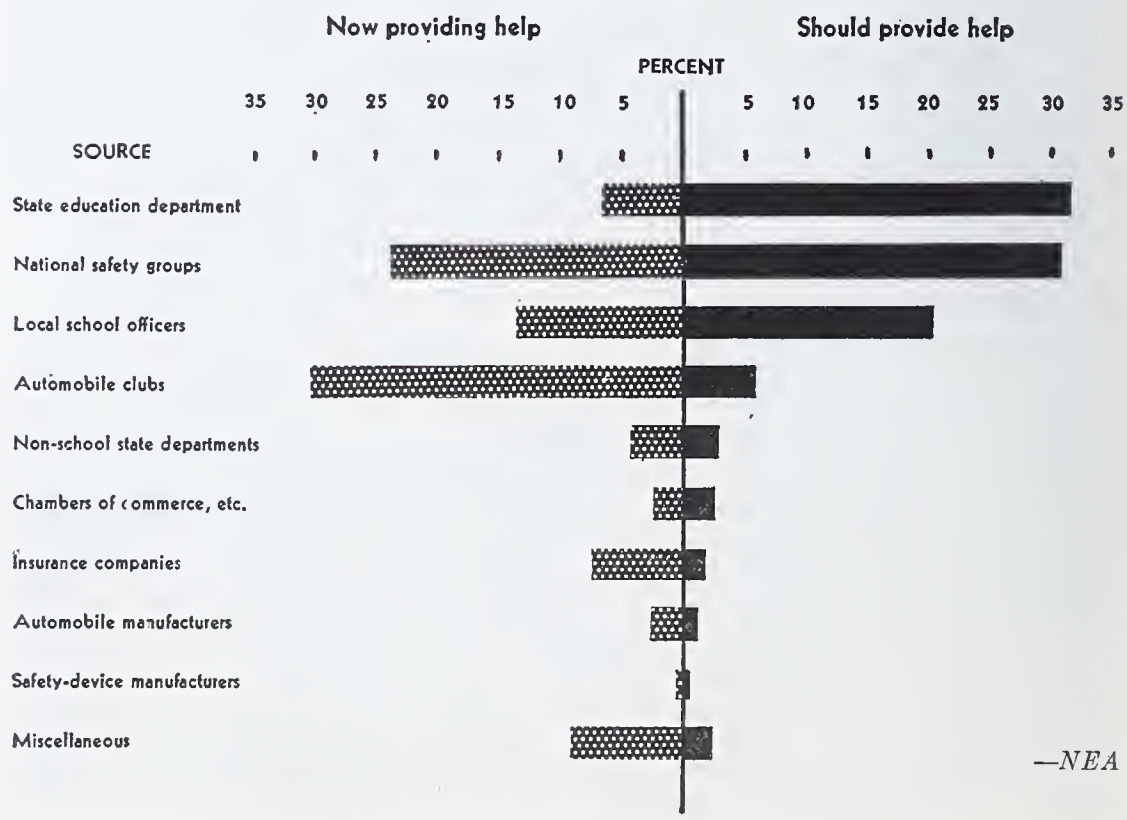
The greatest annual increase ever recorded in students attending junior colleges in the United States is revealed by statistics just compiled by Walter C. Eells, executive secretary of the American Association of Junior Colleges.

The enrolment in this relatively new but highly significant group of institutions has increased from 1936-1937 to 1937-1938 from 136,000 to 155,000 students. This is an increase of fourteen per cent for a single year. During the past decade the number of junior colleges has increased thirty-six per cent while their enrolment has almost tripled. In 1929 it was only 54,000.

The number of junior colleges now reported is 556. While many of the junior colleges are relatively small, there are 130 which have enrolments in excess of 300 students each, twenty-nine which have enrolments of more than 1,000 students, and three which have passed the 5,000 mark. The junior college at Los Angeles is the largest, with an enrolment this year slightly over 6,000. The three junior colleges which are part of the Chicago school system have an enrolment of over 5,300 students.

California leads with fifty-seven such institutions and an enrolment of 53,000. Texas is next with thirty-eight junior colleges, followed by Iowa with thirty-seven, Oklahoma with thirty-two, Kansas with twenty-four, Missouri with twenty-three, North Carolina and Mississippi with twenty-two each, and Pennsylvania with twenty.

SOURCES FROM WHICH TEACHERS RECEIVE AND EXPECT EFFECTIVE HELP

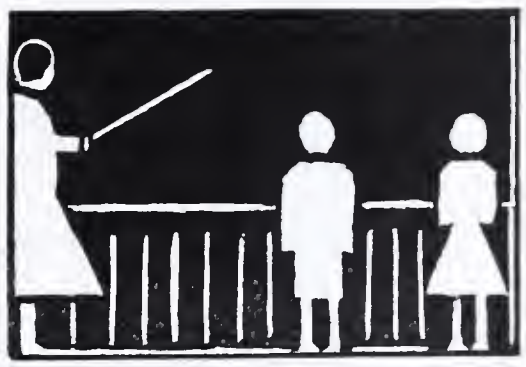


—*NEA*

Safety Education a Cooperative Affair

Instruction

PAUL L. CRESSMAN, *B.S., Ed.D.*
Director, Bureau of Instruction
WALTER B. JONES, *M.A., Ph.D.*
Assistant Director, Bureau of Instruction



EDUCATIONAL PATTERNS TO SUIT PUPIL'S NEED

DR. FRANK P. MAGUIRE
Chief, Division of Health Education

The modern conception that boys and girls are entitled to a preparation for living that will meet their individual needs and differences that will definitely adapt them to our social order, is no longer merely a creed demanding lip-service, it is an established necessity. The school must meet the demand.

Health Activities for All

A full program of health and physical education to meet every pupil's need should supplement the interscholastic sport activities. Sports engaged in should be those which will be of life-long benefit; such as will form definite habits for healthful living. Among such are golf, tennis, handball, baseball, and the like. Opportunity for life-long participation in such sports is greater than football and basketball. Many group games may be carried on intramurally, and on a purely play basis—as touch-football, mushball, interclass baseball. They should include all the boys of the school as participants, who are physically able to participate.

Diversified Dramatics

Likewise, every boy and girl may profit from instruction in dramatics, in acting and producing. Performances in this field, however, should spring from the work of the school. Dramatization of some interesting play read in the classroom, or a pupil-arranged dramatization of some problem of the school or community or of some incident in history or science or some other field of pupil investigation may well be the starting point of school dramatics.

Coordination

Contributions for physical education should come from every department of the school. It is difficult to see how any teacher oranydepartment can properly teach a boy or girl in any phase of living without constant aid from all the branches of the school. The curriculum should be the carefully planned system of activities that will bring to every boy and girl the realization of the school's objectives.

THE SHADY SIDE OF EDUCATION

DR. PAUL L. CRESSMAN
Director, Bureau of Instruction

Just released is the 1939 Directory of Private Home Study Schools Approved by the National Home Study Council. Of 400 private schools in the United States offering correspondence courses, only fifty-one have met the rather simple educational and ethical requirements of the Council for approval. How much money and time are spent uselessly by earnest men and women subscribing for courses in unworthy schools is difficult to calculate, but such schools form a scandal of national proportions in the educational world. In connection with the new directory, Director J. S. Noffsinger, of the National Home Study Council, makes the following statement for EPA members:

"The standards of the National Home Study Council are not difficult to meet by any school intent on really serving its pupils. Our examination of a school answers such questions as these: Do the courses offered adequately cover the subjects which they are purported to cover? Are the courses up-to-date? Are they set forth in a pedagogical manner? Are they worth the fee charged for them? Does the school maintain a competent instructional staff? Are the sponsors of the school reliable, trustworthy individuals?

"Our experience is that only about one in four schools meets the requirements regarding the value of its courses in relation to fees charged and advertising claims. Of those remaining, approximately half do not maintain instructional staffs of the necessary calibre. In addition, we occasionally find that the sponsors have shady reputations, sometimes even criminal records.

Both the Directory and the Home Study Blue Book of the Council, as well as other material, are available in any quantity free from the National Home Study Council, 839 Seventeenth Street, N. W., Washington, D. C.

Automobile Accidents

The long-awaited "control figures" that make drinking-before-driving statistics more informing arrived in 1938. Northwestern University's Traffic Institute took breath tests to measure the drinking, if any, of each of 1,750 motorists chosen at random from a week's traffic. When compared to the extent of drinking that had been found among a three-year crop of automobile drivers who had been involved in accidents, the "normal" driver was three and one-half times less likely to have been drinking before driving than the accident-causer. Only twelve per cent of the "normal" drivers had been drinking, as these scientific tests showed, but the testing of the accident-case drivers showed that forty-six and six-tenths per cent had been drinking. Of the drivers at the borderline of intoxication (National Safety Council standards: fifteen-hundredths per cent of alcohol in the blood), there were thirty-three times the normal share to be found in the accident-causers' ranks.

—*The Allied Youth*

Intelligent Buying Is Taught in School

According to chapters in the Office of Education *Biennial Survey* (now in press) the total enrolment in all colleges and universities in the United States (1933-1934) was 1,055,360. The total number of college faculty members was 99,935. The total enrolment in secondary schools of the Nation was 6,096,488.

Instruction—Continued

KEYSTONE FARMERS

H. C. FETTEROLF
Chief, Division of Agricultural Education

Fifty boys who are studying agriculture in secondary schools of Pennsylvania qualified for the distinction of becoming "Keystone Farmers" at the Farm Show this year. The title "Keystone Farmer" is awarded to the members of the Future Farmers of America in Pennsylvania who attain certain standards.

Qualifications of the Keystone Farmer

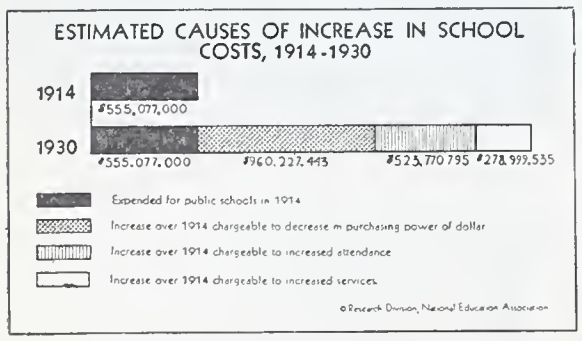
Among the qualifications required for this honor are two years or more of organized instruction in vocational agriculture and outstanding qualities of leadership as shown by ability in class, school organization, public speaking, and general activities of the society. Candidates must also have earned and deposited in a bank or productively invested at least $200. They must also be familiar with parliamentary procedure by having held office in a local chapter and be able to lead a group successfully for forty minutes. Other qualifications include membership on a secondary school judging team, debating team or athletic team, and marked attainment in scholarship as shown by rank in the class.

Keystone Farmers are chosen at State meetings only. Written records of their achievement are submitted to the State Supervisor by a local executive committee.

Future Farmer Objectives

The Future Farmers of America are a State organization of students taking a vocational agricultural course in Pennsylvania. The objectives for which the organization has been formed are as follows:

1. **To promote vocational agriculture in the rural communities of Pennsylvania.**
2. **To create more interest in intelligent agricultural pursuits in Pennsylvania.**
3. **To create and nurture a love of country life.**
4. **To provide recreation and educational entertainment for students in vocational agriculture.**
5. **To promote thrift.**
6. **To afford a medium for cooperative marketing and buying.**
7. **To establish the confidence of the farm boy in himself and his work.**
8. **To promote scholarship and rural leadership.**
9. **To foster an appreciative attitude toward cooperation through participation in its activities.**



Increased Services and Attendance Cause Corresponding Rise in Cost of Education

PRACTICAL HOME-MAKING

MRS. ANNA GREEN
Chief, Division of Homemaking Education

Efforts to make homemaking education practical are evidently not in vain if the demonstration by pupils at the Farm Show have any real significance. For three solid days, girls of the secondary schools of Pennsylvania demonstrated to thousands of spectators a variety of practical homemaking projects. Not only were improved methods of the more common activities of home life shown, but new and more modern phases were given emphasis.

Some idea of the useful nature of these homemaking activities on the part of students may be gained from a review of the subjects treated during the show. Some of the demonstrations were concerned with marketing, child care, clothing, home menus, children's plays, personality, shopping, furniture arrangement, beauty hints, baking, hat remodeling, and budgeting. In some instances personal services were illustrated, such as putting your best foot forward, inexpensive evening dresses, framing the face, the popular girl, hat remodeling, and shoe sense.

WHO SHOULD ENROLL IN LANGUAGE STUDIES?

Foreign language should be an elective and there should be no requirement beyond a general orientation experience which places greater emphasis on a better understanding and appreciation of English than on the development of skill in the use of foreign language. Those pupils who have the ability to acquire sufficient skill to read with a fair degree of ease, profit, and enjoyment or the pupils who find that the admission to college and to their future field of specialization requires a knowledge of a modern language, should be advised to elect one. However, there are many pupils in the modern secondary school who do not have a good command of English and who find language study is difficult. These individuals should be encouraged to spend their time and effort in improving their ability to use English. At the same time the pupils who have the ability and who would derive a pleasure and gain a broader and more sympathetic point of view through the study of a foreign language, should not be deprived of the privilege and opportunity. To some pupils the study of a foreign language is a problem for little value, while to other students the study of languages offers a rich reward, much profit and pleasure. Thus, in the final analysis, the study of a foreign language is a problem for the individual to decide after judicious guidance and counseling.

We Live and Learn in School

Instruction—Continued

CURRICULUM LIBRARY AT BUCKNELL

According to the current issue of the "Curriculum Journal," an estimated fifty to seventy-five institutions for the education of teachers in America have now established curriculum laboratories or libraries. One of the first such libraries to be established in a Pennsylvania college was that begun at Bucknell University last spring. This new function has been instituted in the belief that it could render a real service to teachers and students taking curriculum courses as well as those in the vicinity interested in carrying on programs of curriculum revision.

Representative Materials Assembled

Begun in a modest way with the donation of a room for the purpose, an extensive amount of material has gradually been assembled. There is now available a substantial amount of curricular material for those interested in studying most of the phases of curriculum organization. Assembled in this room are to be found a number of the country's outstanding State and local courses of study, numerous sample textbooks covering the work of elementary and secondary school subjects, a few shelves of professional books, as well as other periodicals and bulletins assembled for the student of curriculum problems.

A Curriculum Workshop

The room is intended to serve as a workshop for those interested in doing work on curricular problems. Materials are available for those students who are particularly interested in following up some of the more progressive tendencies by planning units which cut across subject matter lines, as well as for those who wish to carry on programs of revision within particular subject matter fields.

CONFERENCE OF STATE SUPERVISORS OF ELEMENTARY EDUCATION

DR. CECILIA U. STUART
Chief, Division of Early Childhood and Elementary Education

An excellent meeting of State directors of elementary education was held in conjunction with the annual conference of the American Association of School Administrators in Cleveland on March 1, 1939. Eighteen different States, including Pennsylvania, were represented. Dr. Bess Goodykoontz, Assistant Commissioner, United States Office of Education, presented an interesting paper in which she analyzed the present-day characteristics of elementary education and the problems we face. There followed a discussion of major projects and problems engaging State directors of elementary education. Among those mentioned were the following: curriculum construction, in-service preparation of teachers, improvement of supervision, development of local professional leadership, improvement of teacher education, rural school improvement, enlarging the school unit, adequate financing of education, records and reports to parents, extension of library organization in elementary schools, child-development projects, development of criteria for evaluation of elementary schools, special education, guidance, reorganization of the primary school, extension of kindergarten and nursery-school education, the problem of retardation, economic status of rural teachers, revision of teacher tenure law, and providing differentiated programs for individual needs.

At the close of the meeting an organization of State directors of elementary education was voted. Plans are now under way to make recommendations on organization and objectives and for a program at the next meeting.

Some of Us Are Preparing for Careers in Aviation

THE GOOD SCHOOL CITIZEN

H. FRANK HARE
Chief, Division of Secondary Education

At the 1937 convention of the National Association of Student Officers it was voted that a committee be appointed to write a "Code for the Good Citizen of the American High School," and submit it at the 1938 meeting. The following code was written and approved by the National Association of Student Officers as embodying ideals toward which all members should work.

I realize that, as a student in an American High School, I owe an obligation to parents or relatives whose sacrifices have given me the foundations upon which I am building, to the school which offers me an opportunity to develop my natural powers, to the community which makes my educational advantages possible, to my country which gives me liberty under law, and to my own future as an individual and a citizen.

As a token of my determination honorably to discharge this obligation, I promise:

That I will use the facilities offered by the classroom to enlarge and broaden my interests, to increase my knowledge, to bring me closer to Truth, and to cultivate habits of industry and sound thinking.

That I will broaden my sympathies and practice the arts of sociability, true friendliness and helpfulness in my home, in the school and in all my associations; avoiding snobbishness in my own conduct and condemning it in others.

That I will develop habits of reading and conversing which will broaden my culture and enable me better to understand the problems of community, state, and nation.

That I will carry on discussions in and out of the classroom, not to overcome opponents and gratify my pride but that I may grow in knowledge and wisdom.

That I will avoid every form of cheating or dishonesty and will undertake to discourage all dishonorable practices.

That I will obey every rule or law of school, city, state, and nation, reserving the right to criticize rules and laws constructively, but respecting them so long as they prevail.

That I will use my powers and influence for the common good.

That I will pursue happiness myself and strive to establish conditions under which happiness and opportunity may be hopefully pursued by every one in my home, my school, my community, my country, and the world.

The elementary school curriculum should represent the experiences of common value for efficient, wholesome, and satisfying life in a democratic society. This does not preclude the recognition of individual differences in children, nor mean that children should be discouraged from following individual interests of value to them beyond the point represented by the common content of the elementary school curriculum.

—Lester K. Ade

Instruction—Concluded

SAFETY EDUCATION AS A SOCIAL POLICY

OLIVER S. HECKMAN
Adviser, Division of Secondary Education

In 1937 there were more persons killed accidentally in the United States than one-third of all babies born in Pennsylvania. Fourteen thousand of those killed were children—a number equal to the total school enrolment in each of such cities as Springfield, Illinois; Austin, Texas; or Atlantic City, New Jersey.

10,000,000 Injured Annually

In the same year there were almost ten million additional persons injured in accidents. This number is more than the total population of the six New England States. It is estimated that more than one million of those injured were children of school age—a total approximating one-half the public school enrolment of Pennsylvania. Multiply these numbers by hundreds—or even by thousands—and we still have an inadequate idea of the economic losses and human suffering involved. What a tax upon our much-vaunted machiue age!

Can Be Controlled

What shall be our social policy under these conditions? Tragic as it may seem, many prefer a policy of drift; they assume that these accidents are the price we must pay for an industrial civilization. But leaders in many walks of life contend that the underlying causes are human factors such as carelessness and selfishness. These causes can be steadily reduced by the organized safety movement, including enforcement, engineering, and education.

The School's Responsibility

The educational aspects of the program must of necessity fall primarily upon the schools. The young child must be taught to recognize hazards and to take the necessary precautions. Youth and adults must be led to assume responsibility not only for their own safety, but for the well being of others. These human factors must be shaped through e lucational processes.

Let the teachers of America bend every effort to bring the school program of safety education up to the effective level of industrial safety. It has attained this level in many school systems, but too many communities are still drifting indifferently.

Safety, a School Responsibility

Accidental deaths, according to estimated figures, occurred in 1937 at the rate of one every five minutes. The total was 106,000 and the number of injured 9,900,000. Economic costs of accidents were estimated at 3,600,000,000; the loss in terms of human suffering and sorrow can never be evaluated. The greatest tragedy lies not in the figures themselves, but in the knowledge that there are often preventive measures within reach. These facts present a problem which educational agencies must help to solve.

Parents Share in the School Experiences of Children

SUGGESTIONS FOR TEACHING CONSUMER PROBLEMS

Many secondary schools in the Commonwealth have introduced somewhere in their programs units in consumer education. These schools are endeavoring to bring real problems of life into the classroom and to give to the pupils experiences which will make them more efficient citizens. A few suggestions are offered with the hope that they will be helpful to many of the teachers responsible for teaching consumer problems.

Solution of Life Problems

Provision should be made for the solution of life problems as they arise for the individual pupils. Real situations will serve as stimuli and at the same time relate knowledge with life. The work of the class if confined to verbal and encyclopedic information will lack the vitality and the enthusiastic interest requisite to learning. Greater interest will be manifested in three different brands of peas (with labels removed from cans) than in merely reading about how to purchase canned foods. The real problem of buying a suit develops enthusiasm; studying about the kinds of wool cloth often fails to disturb a pupil's apathy.

The pupils should be allowed to share in planning the scope and character of their experiences. Stronger purposes and meanings will develop from a shared participation in the determination of what problems shall be considered and which activities are most likely to yield a solution.

Desirable Types of Activities

Below are suggested certain types of activities which have been reported as being particularly successful in giving the pupils profitable experiences in the field of consumer education. These are only typical of many others which will come to the mind of the ingenious teacher.

1. **Reporting on special topics**
2. **Participating in class discussions**
3. **Preparing notebooks containing pictures, reports of investigations, charts, and diagrams**
4. **Investigating special topics such as the care of furs**
5. **Conducting experiments involving weighing, testing, measuring, manipulating, constructing, sampling**
6. **Giving demonstrations before the class**
7. **Preparing charts and diagrams showing comparisons of goods and services**
8. **Collecting labels, cans and advertisements, for comparison, study and reporting**
9. **Planning a life insurance program**
10. **Drawing up a personal or family budget**
11. **Visiting meat-packing plants, slaughter houses, factories, orchards, and farms**
12. **Inspecting stores, markets, roadside stands, and refrigerator cars**
13. **Individual researches on a commodity**
14. **Listening to speakers addressing class**
15. **Seeing motion pictures and slides**
16. **Listening to radio broadcasts**
17. **Preparing posters**
18. **Planning, organizing, and giving a cumulative program for parents and friends**

State Library and Museum

JOSEPH L. RAFTER, *M.A., LL.M., J.D., J.S.D.*

Director, State Library and Museum

DR. JOSEPH L. RAFTER
Director, State Library and Museum

Allentown Library

Miss Isabel McTurner, Librarian.

During the year ending June, 1938, the Allentown Free Library circulated 424,314 volumes, an increase of 7,578 over the previous year. School libraries had a circulation of 61,388.

Bradford Library

Miss Grace Steele, Librarian.

At the close of the school year 1,200 school children of Bradford, from the first to the sixth grades, visited the Bradford Carnegie Library.

The tours conducted by teachers were spread over a period of two and a half weeks and the children were permitted to get acquainted with the facilities of the library. As a result an immediate increase in registration and circulation has been recorded.

Erie Library

Miss Charlotte E. Evans, Librarian.

During the past year over 5,000 new registrations brought the total number to 33,842 who borrowed 592,394 books. This circulation was an increase of 23,359 over the previous year. Fiction percentage was sixty.

The number of books given out from the libraries in the elementary and parochial schools was 201,258. The children's room accounted for 54,771, making the total juvenile circulation 256,029.

Five public lectures and book reviews were given in the Assembly Room during the winter. Thirteen talks were made outside of the library by members of the staff.

Greensburg Library

The Greensburg Library has been in the limelight.

A gift of one of the town's old homesteads was formally presented to the Greensburg Library Association by the heirs of the late Emma Welty Coulter for the use of a library.

The house is centrally located and almost beyond the fondest expectations of those interested in permanent quarters for this fast-developing library which has long since outgrown its present location.

News of the discovery of a rare first edition of Robert Burns came about the same time as the gift of the Coulter house.

Harrisburg Library

Miss Alice Eaton, Librarian.

Among the splendid things developed by Miss Eaton has been the service to schools, which now consists of collections in twenty-four schools totaling 18,000 volumes, with four members of her staff giving full time assistance in the supervision of the work.

A library club in each school ranging from three to fifteen members is responsible for the care of the books. In a total circulation last year of 241,000 books only nineteen were lost and later replaced.

Another bond between the library and the children in the summer time is the visit of the bookmobile to the fifteen or more playgrounds in the city.

Pittsburgh Library

Ralph Munn, Librarian.

Reports from the American Library Association show that Pittsburgh people are responding to the guidance given their use of books by the librarians of that city.

In a survey of the ten cities with the largest circulation per capita, Pittsburgh ranked second with readers borrowing seven and twelve-hundredths books per capita. Los Angeles exceeded this figure with eight and thirty-two-hundredths books per capita.

Pittsburgh ranked first, however, in the use of non-fiction, which comprised fifty-two per cent of the library's circulation.

Pottsville Library

Miss Edith Patterson, Librarian.

An increase of 3,785 volumes was reported in a total of 195,020 volumes circulated during the year 1937-1938. Of these 80,139 were children's books.

In addition to the above, 21,319 volumes were issued in the schools from collections placed there by the library.

Miss Patterson called attention to the use made of the library by the increasing demand of industry for better qualifications of its workers, but maintained that librarians still feel that the greatest service of the book is the enriching of life.

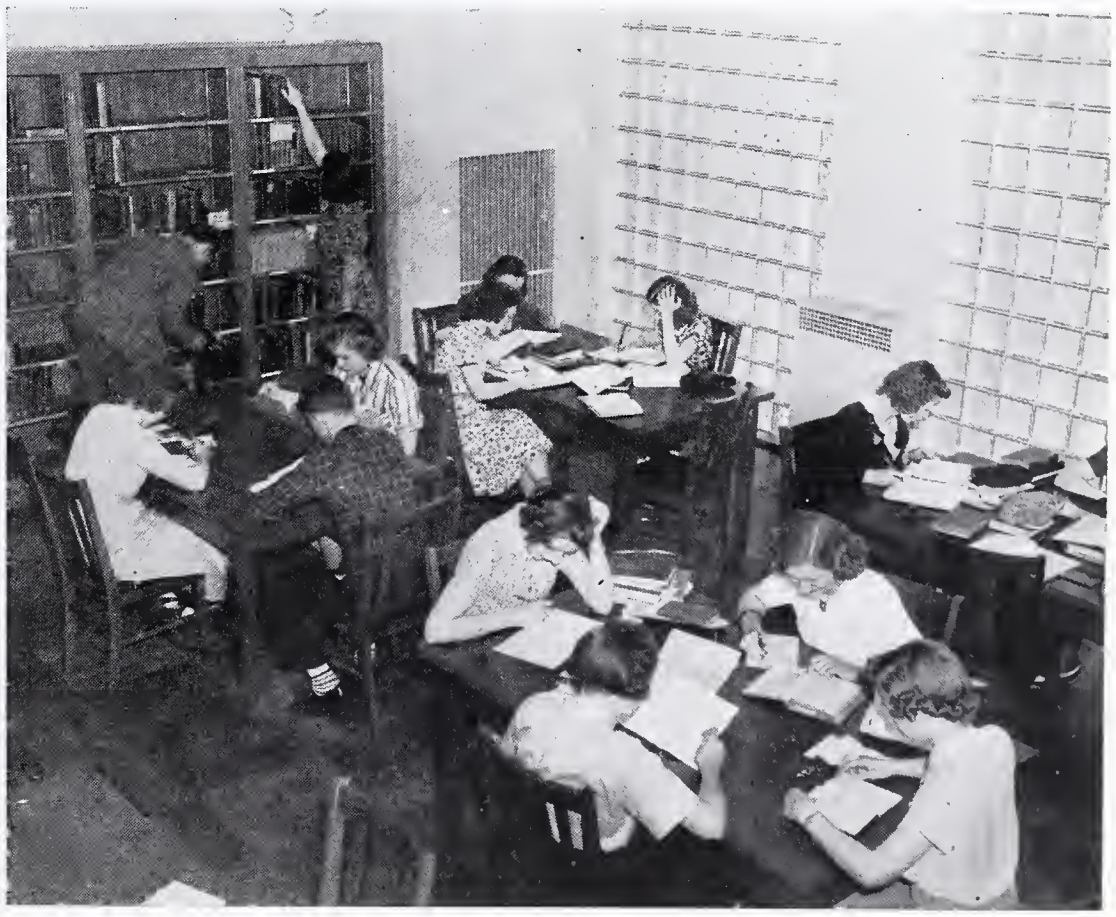
Wellsboro Library

Miss Anna Sherwood, Librarian.

Circulation for the year ending June 15th totaled 55,846 at the Green Free Library. The inventory of 1937 showed a total of 10,187 volumes in the library of which 2,593 were children's books.

Nearly 400 new registrations during the year brings the total number of borrowers to 3,614.

This library serves as headquarters for the meetings of various organizations in the town and observes special anniversaries with exhibits of interest. Rural schools in the vicinity as well as the schools of the town are given library service.



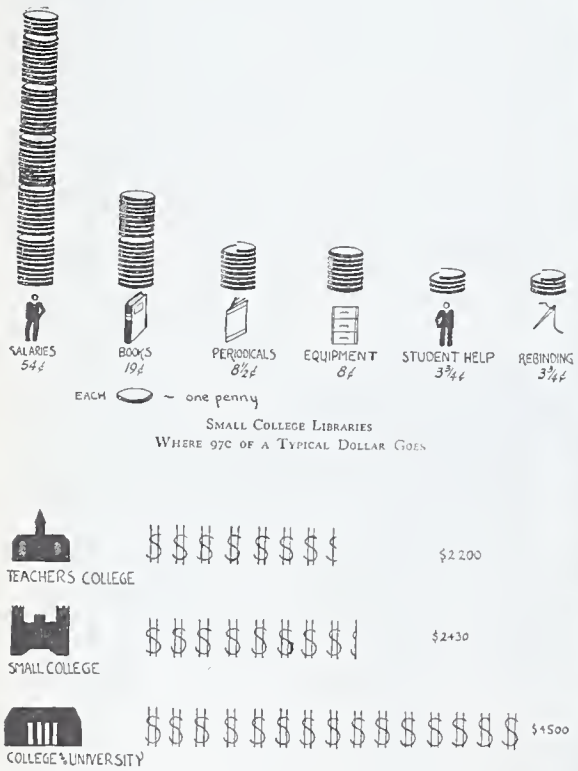
Eagerly Searching for the Information They Need

State Library and Museum—Continued

Evening School Meets in This Library

A State System of Libraries

Each state should maintain a system of public libraries available for all its population. A comparatively small number—say five hundred—large public library systems might provide better service for all the people in the United States than is now available except in a few cities and counties. Each system might serve a large county or several counties or a large metropolitan area. The emphasis should be on the natural area of interest, irrespective of city, county, or possibly even state lines. Each community would have a branch of the large library system or a community library federated with other community libraries in a large system.



Differences in Librarians' Salaries Median Salaries of Chief Librarian 1937-1938

School Executives' Conference at University of California Summer Session

The Ninth Annual School Executives' Conference, under the auspices of the Summer Session of the University of California at Berkeley, will be held this year, July tenth to twenty-first. The conference sessions will be held during the morning only, leaving afternoons and evenings free for those who may wish to see the World's Fair and study the many educational exhibits of many lands that will be there. Those interested, may secure further information by writing to Prof. F. W. Hart, University of California, Berkeley, California.

Indexing Archives of State

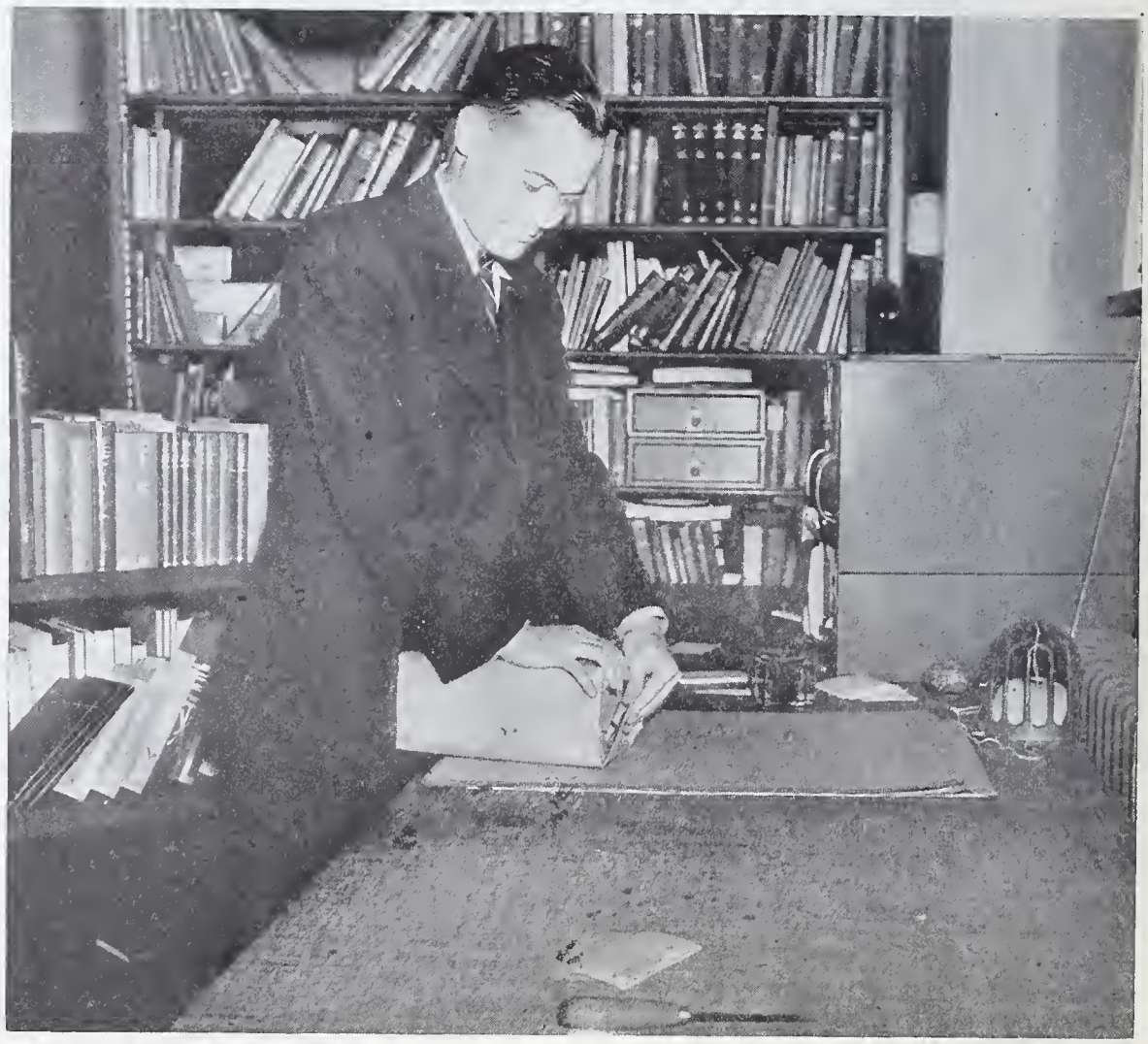
The indexing of the Eighth Series of the Pennsylvania Archives is progressing rapidly. Five hundred additional pages were indexed and cards to one thousand indexed pages were filed during the past month. Work has also been begun on the consolidation of the index cards in preparation for final arrangement and typing.

Captains' Names

Index to captains' names found in militia account and muster fine books and court of appeal dockets of the Revolutionary War were completed. Work was continued on the indexing of the Post Revolutionary Papers. Some thirty odd documents were cataloged and properly filed. One box of bonds and one box of justice of the peace papers were also filed during the month.

Tombstone Records

Tombstone records of the Old Popular Cemetery, Cumberland County, 1749-1884, and the record of the American Army's Encampment at Whitemarsh, Pennsylvania, November 2, to December 11, 1777, compiled by the Historical Records Survey, accompanied by a large map (thirty-seven inches by one hundred inches) were received by the Archives Division this month. Fifteen maps were mounted, 500 clippings were classified and mounted, and taufschines were repaired and mounted.



Parcel of Books Eagerly Awaited Somewhere in Pennsylvania

State Library and Museum—Concluded

Folks Enjoy Nature's Riches in the State Museum

Evening School for Immigrants

ON EDUCATION BY RADIO

No institution or department of learning can afford to ignore entirely education by radio. Educational broadcasts are being increasingly applied to formal instruction, and eventually radio technique is bound to influence vitally the whole educational procedure. The state educational organization is ideally adapted to place itself in the vanguard of the movement, since it can render an invaluable set of supplementary services.

MUSEUM ACTIVITIES

DR. HENRY W. SHOEMAKER
Assistant Director, State Library and Museum

A summary report of one month's activities in the State Museum indicates that the number of visitors reached 7,233; the number of slides circulated, 20,051; projectors loaned, thirty-four; and the rolls of film strip circulated, five. The Slide Section furnished information by telephone, letter, and post card to 866 persons.

Donations

One double-barrel shotgun used in the Kelayares Massacre, was donated by Hon. George H. Earle, and one book, Journal of the Seventy-First National Encampment, Grand Army of the Republic, Madison, Wisconsin, September, 5 to 10, 1937, was donated by Mrs. Samuel P. Towne, Glenridge, New Jersey.

Loans

Several items of general interest were loaned to the Museum recently. Among these were the following:

One Clipper Ship Model (Cutty Sark).
One Ship Model in Case (M. Seal).
One Ship Model in Case (A. F. Brown, Philadelphia).
One half ship Model in Case (Princess Alice, Philadelphia).
Two Half Ship Models in Cases (no names).

These loans were made by Hon. George H. Earle for an indefinite period of time.

Special Exhibits

The following Special Exhibits have been held by the Museum recently:

Portraits, Landscapes and Flower Paintings. Exhibit sponsored by Harrisburg Art Association, Harrisburg, Pennsylvania.

Federal Art Exhibit.
Sponsored by Works Progress Administration, Harrisburg, Pennsylvania.

Scholastic Exhibit of 200 Art Pieces before the Art Section of the Pennsylvania State Education Association, Harrisburg, Pennsylvania.

Index to Vocations

A subject index to 1,950 careers is now available in the second revised and enlarged edition of INDEX TO VOCATIONS, by Willodeen Price and Zelma E. Ticen, and just published.

The former edition analyzed occupations in 115 books. In this new edition, eight new books and 230 monographs have been added to those analyzed, increasing the size of the volume from 106 pages to 122 pages.

This new edition retains the features of the earlier volume, namely: the alphabetical arrangement of the index by name of the specific vocation; the author, title, date, and inclusive paging given for each entry; the biographical vocational entries under a separate listing; and a useful selected list of the more recent books for vocational teachers and counselors.

H. W. Wilson Company, is the publisher.

Professional Licensing

JAMES A. NEWPHER, *M.A., Ph.D., LL.D.*
Director, Bureau of Professional Licensing

DON M. WOLFE, *B.S., M.A., Ph.D.*
Assistant Director, Bureau of Professional Licensing

PROFESSIONAL GROWTH OF PENNSYLVANIA REAL ESTATE BROKERS

DR. JAMES A. NEWPHER
Director, Bureau of Professional Licensing

Because of my position in the Department of Public Instruction at Harrisburg it has been my privilege to observe many times the inclinations and desires on the part of a number of professions, trades, and occupations, to raise their standards of practice and ethics. It has also been my privilege to observe the great public demand for higher standards of practice and ethics on the part of the members of those professions, trades, and occupations. Standards of professional, trade, and occupational practices are raised because of one or both of two desires or demands, namely, the desire on the part of occupational groups to raise their own standards and the demands made by the public for the raising of such standards.

Professional Motives

The term "professional" refers to an individual or group which engages in one of the professions. A person may be called professional when he follows an occupation generally engaged in from motives higher than mere gain. These motives, standards, and goals can be expressed in terms of knowledge, service, and gain.

The standard of knowledge determined by a profession is very important. Most professions have set certain standards of general pre-professional education as well as standards of definitely professional education. The pre-professional and professional schools determine in a very large sense the character of a profession. A profession cannot rise above the knowledge its members have and cannot rise above the schools which disseminate that knowledge. For this reason there are those members of each profession who are charged with the responsibility of carefully investigating and supervising the schools which educate persons desiring to enter the professions.

Opportunities for Service

Each profession offers splendid opportunities for service. Professional people have value only to the extent that they serve others. A professional service well done earns for the one giving such service and for the profession of which he is a member, a remuneration which is of greater value than monetary return. Today, service is a commodity that is marketed. It is therefore more and more important that full and satisfactory service be given.

Professions also offer opportunities for gain, that is monetary gain. This, however, is not the high motive of any profession. Persons who engage in professional work and who are dominated by monetary gain have lost sight of the high calling of the profession. Persons who give full and satisfactory professional service enjoy comfortable standards of living. Monetary gain must not be the sole motive.

In my contacts with real estate brokers and salesmen I have often heard discussions pertaining to the raising of standards in real estate practice. Such discussions have been of great interest to the Department of Public Instruction because the Department is vitally concerned with raising standards and thereby giving the public better service.

Advancement of Standards

The 1937 amendment to the real estate law made it necessary for a person who desires to enter real estate practice to serve two years as a licensed salesman under the direction of a duly licensed real estate broker before such person is eligible to take the broker's examination. The purpose underlying this provision of the amendment was to give young men and women knowledge and experience in real estate practice before permitting them to establish offices as brokers. This was a great step forward.

Examinations are given brokers and salesmen. These require a knowledge of real estate law and practice and of the common school subjects. If an individual fails two successive examinations he cannot take another examination until two years have elapsed. The purpose of this provision of the law is to require the person to become better informed before attempting another examination. Progress has been made in requiring prospective brokers and salesmen to have certain knowledge.

There is still much room in the real estate field for improvement along this line. I know of no profession in Pennsylvania which does not require at least graduation from a secondary school as a prerequisite for entrance. Some professions require several years of college education over and above the secondary school graduation for entrance. When we think of the important service given by brokers and salesmen, we cannot help but be impressed with the need of thorough schooling. I am surprised that brokers and salesmen in their desire to raise standards have not long before this had their law amended requiring at least secondary school graduation. I would suggest that some thought be given to this matter.

Encouraging Growth

It is the writer's observation that real estate brokers and salesmen have made marked professional advancement. To prove this, all one needs to do is to compare the Act of 1929 with the law of today and to compare real estate offices and practices of 1929 with those of today. We must, however, move forward. Your State Advisory Committee and officers of your State Association are giving considerable thought to certain improvements needed. At the present time Pennsylvania is far from being in the rear guard in the matter of sound, progressive real estate law and practice.

Notable Advancements in Nursing Education

Leaders in nursing education in Pennsylvania have worked gallantly to meet the demand for nurses of a truly professional type, and have achieved notable results in this vital field of public service. They have been aided in this task by far-sighted hospital authorities representing the 123 schools of nursing, nine public health nursing organizations, and the three hospitals which offer courses for the care of the mentally ill.

New Department in Philadelphia Meets New Need

The establishment of a Department of Nursing Education in the University of Pennsylvania in 1935 constituted a marked advance in the planning for better preparation of our graduate nurses in all fields of nursing service, and the quick enrolment which followed in these courses by hundreds of registered nurses is evidence of the need this important service has already met.

Shorter Hours and Improved Programs

The final fulfillment, after twenty years of effort, of a four-year secondary school requirement for all students admitted to accredited schools of nursing was realized by the Act of 1935. Among the important objectives attained in accredited schools of nursing are shorter hours for students and improved health programs The lessened number of days of illness has justified the appeal to the school of nursing directors.

Care of Mentally Ill Emphasized

Realizing the challenge confronting the nursing profession in meeting new demands for more knowledge of mental hygiene, State nursing authorities have continued their emphasis on preparation for the care of the mentally ill patients, with the result that one more teaching center has been established in one of Pennsylvania's large hospitals for the mentally ill.

Dream of Founders Realized

When the earliest schools of nursing in Pennsylvania were organized on the Nightingale plan of 1870 and 1885, the founders had a vision of a new career for women. It was a career in which women might find a fitting outlet for the instinct of service which is as much a characteristic of human nature as are other more individualistic motives. So far as the career of nursing is concerned, these ideals have been realized beyond the dreams of the founders.

New Objective

The adaptation of the National Curriculum for Schools of Nursing to Pennsylvania's needs is the important task to which the Department of Public Instruction is now committed. We are primarily interested in better education for nurses because better education for nurses means better nursing care for patients throughout the Commonwealth.

Professional Licensing—Concluded

ECONOMIC STATUS OF LAWYERS

The American Bar Association, through its Special Committee on the Economic Condition of the Bar, has made an exhaustive study of the earnings of lawyers and "possible lines of approach" toward improvement thereof.

Earnings of Lawyers

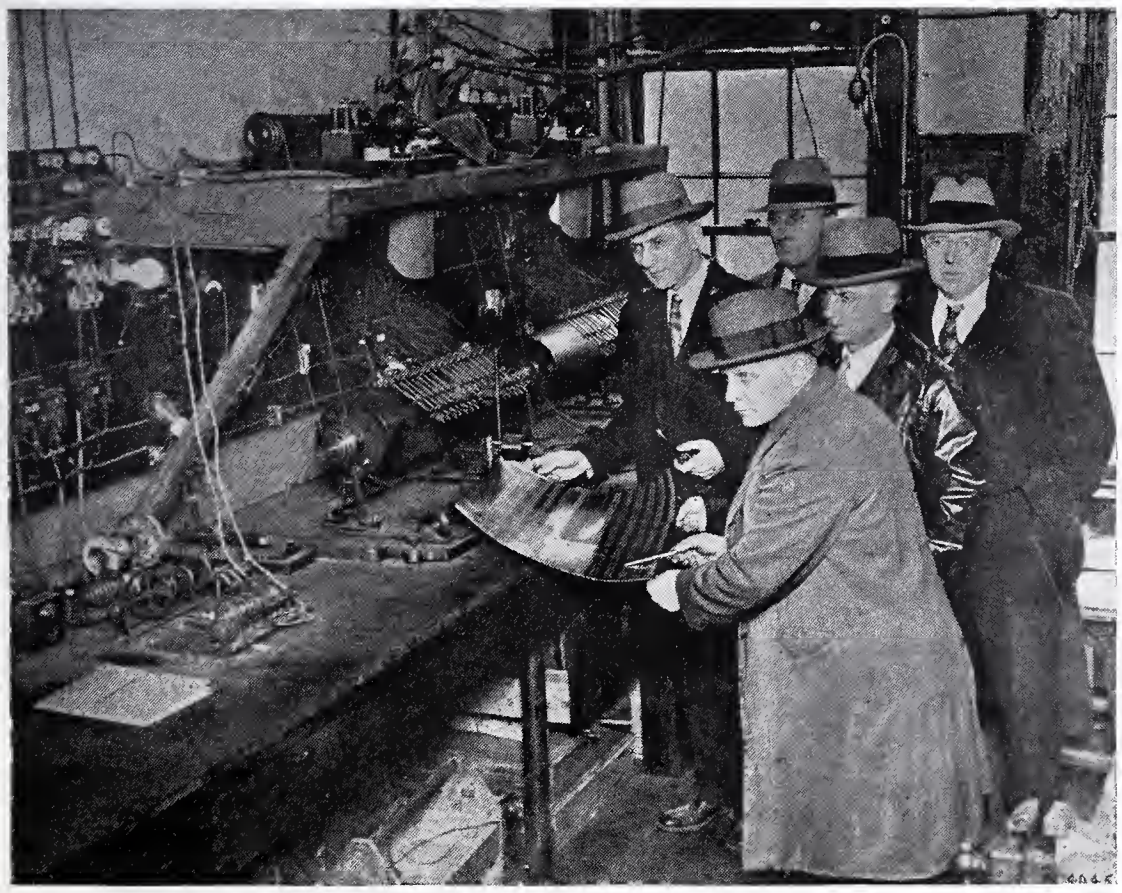
Significant statistics covering earnings in general show that about fifteen per cent of the lawyers in New York County who responded to questionnaires had net incomes in 1933 of less than $1,000 as compared to about twenty per cent of the lawyers throughout the United States who responded to the questionnaire of the Department of Commerce; that about thirty-three per cent of the lawyers in New York County earned less than $2,000 as compared to forty-eight per cent of the lawyers throughout the country; that about sixty-eight per cent of the New York County lawyers earned less than $5,000 as compared to eighty-five per cent shown by the Department of Commerce figures; that about twenty-five per cent of the New York lawyers earned between $5,000 and $15,000 as compared to thirteen per cent of lawyers who respond to Department of Commerce questionnaires; and that about seven per cent of the New York County lawyers earned more than $15,000 as compared to one and six-tenth per cent of the lawyers covered by the Department of Commerce figures.

Methods of Improving Status

Of particular interest is that part of the manual discussing the "possible lines of approach toward improving the economic condition of the Bar." Methods discussed include reduction of members of the Bar by higher admission and educational standards, by quota restrictions, and by vocational guidance; prevention of lay competition; reduction of expenses; more equitable distribution of work; and expansion of service.

That there are great extremes in the profession, with a tendency to concentrate the most lucrative forms of practice in relatively few large firms, and with innumerable competent lawyers having often little to do and less to make, is a phenomenon reflected in the surveys and known to all, at least in the large metropolitan centers.

"An unhappy error was made in the statement regarding the State Registration Board for Professional Engineers in the January, 1939 issue of "Public Education." During the month of December, 1938 thirty-seven (37) applications were received instead of twenty (20) and 3,403 Renewal Cards were issued instead of six (6) as given therein. The State Registration Board for Professional Engineers held five (5) meetings during the year 1938. At these meetings the Board considered 383 applications and granted Certificates of Registration to 179 Professional Engineers and forty-nine (49) Surveyors."



A Problem for Professional Engineers

Candidates for Professional Careers Assisted by State

DR. H. G. PENTZ
Chief, Division of Pre-Professional Credentials

A unique and valuable service is being rendered annually to several thousand adults who lack a complete secondary education and who need the same to qualify for admission to professional schools. Through the pre-professional program sponsored by the Department of Public Instruction, these men and women are able to secure the credentials they need to pursue their careers in a chosen occupation.

Since this service is available only in two or three states, Pennsylvania has also assisted many persons in need of secondary school credits from the Atlantic Coast to the Middle West and from Massachusetts to Louisiana, with no expense to Pennsylvania.

Prisoners Prepare for Useful Careers

This service has been made available also to inmates of Federal and state penitentiaries. A large number of prisoners annually complete their requirements for the equivalent of a secondary school diploma by this method. Some of these, while still prisoners, are pursuing college courses through correspondence. The value of this service has been highly commended by educators interested in the rehabilitation of inmates in our penal institutions.

Pennsylvania in Front Rank

A strict adherence to well-balanced and practical pre-professional as well as professional standards for the education of professional practitioners has placed not only Pennsylvania's professional schools, but also its licensed professional men and women, in a high rank among others in the country.

Barbers and Others Benefit

Standards for the preparation of medical practitioners, dentists, and osteopaths have been materially raised and a complete policy established for the proper administration of the new educational qualifications for barbers.

Private Schools Prosper in Pennsylvania

The private secondary schools in Pennsylvania are administered and maintained on solid foundations as they seem to have fared better in maintaining their existence and keeping up their enrolment than similar schools in other states. During the past four years only three private secondary schools were discontinued while fifteen new ones fulfilled the requirements and were accredited by this Department.

The number of fully accredited four-year private secondary schools in the State reached a high total of 243 and an enrolment of 45,500 students in this school year ending May 31, 1938.

Free State Scholarships Popular

The popularity of Pennsylvania's Scholarship awards continues to grow as evidenced by the increasing number of contestants annually. Last year more than 3,000 secondary school graduates competed in these examinations for eighty scholarships having a value of $400 each.

Aid for Financially Handicapped

Studies from the results of these contests show that the great majority of awards are earned by those who could not finance their college course without this aid. It is noted that reports from the colleges in Pennsylvania where these students attend, show that eighty per cent of them have maintained a rank of excellent in their scholastic standing. It would appear, therefore, that the State is fully compensated for this opportunity it extends to worthy youths.

School Employes' Retirement Board

H. H. BAISH, *M.A., LL.D.*
Secretary, School Employes' Retirement System
J. Y. SHAMBACH, *A.B.*
Deputy Secretary, School Employes' Retirement System

School Employes' Retirement Board

On Friday, January 6, 1939, the Committee, of which Charles S. Davis, of Steelton, was chairman, counted the ballots for the election of the member of the Public School Employes' Retirement Board to fill the vacancy caused by the expiration of the term of Marguerite M. Elder on January 1, 1939.

The Committee reported that there was a total of 42,516 ballots cast, of which Marguerite M. Elder received 25,380 and Mabel E. Mulock received 16,355; 175 votes were distributed among other names and 606 ballots were defective and could not be counted.

Marguerite M. Elder is, therefore, elected to succeed herself as a member of the Public School Employes' Retirement Board for a three-year term beginning January 1, 1939.

Gift to Education

Professor Emeritus Ellwood P. Cubberley, of Stanford University, presented to the university on behalf of his wife and himself a $535,000 School of Education building. Professor Cubberley, who has written or edited 100 volumes of the famed Riverside Textbooks in Education and eighteen other books in education, invested the income from author's royalties and lecture receipts so prudently that the total cost of the building was met during the donor's lifetime, although it was originally intended as a memorial.

"After all," Professor Cubberley said, "since I wrote and sold my books partly because of my capacity as professor here, we feel the university is entitled to the profits. It's only right that we should keep my salary and pension for living expenses."

—*Education Digest.*

For Those Who Serve

Twenty-four Teachers Retire

Twenty-four members of the Retirement System were granted retirement allowances by the School Employes' Retirement Board. These retirement allowances were approved to date from December 1 or earlier, and were granted after periods of service ranging from eleven to fifty years, as follows:

Name	District	Years of Service
Amandus M. Dietrich	Kutztown S.T.C.	43
Wm. W. Evans	Columbia County Supt.	43
Joseph E. Weaver	Asst. Co. Supt., Indiana	43
Fred J. Cartwright	Pittsburgh, Allegheny	27
Margaret A. Frew	Pittsburgh, Allegheny	50
Blanche K. Pollock	Pittsburgh, Allegheny	40
Samuel Whitmyre	Pittsburgh, Allegheny	12
Nancy J. Barto	Hopewell Twp., Beaver	43
Emma R. Boone	Reading, Berks	42
Bertha V. Hetherington	Bristol Boro, Bucks	43
M. Helen Forshey	Philipsburg Boro, Centre	48
Gertrude H. Gaggin	Erie City, Erie	35
Gertrude M. Stiles	Erie City, Erie	49
Thomas N. Pollock	Wesleyville Boro, Erie	11
Albert S. Hartman	Mountville Boro, Lancaster	11
Lillian E. Sedwick	New Castle City, Lawrence	45
Sarah E. Bartholomew	Allentown City, Lehigh	13
Harry J. Groff	Telford Boro, Montgomery	13
E. Gertrude Snyder	Sunbury City, Northumberland	44
Florence A. Buchanan	Philadelphia	35
Alma B. Dudley	Philadelphia	40
Anna Reynolds	Philadelphia	42
Frances L. Stephens	Philadelphia	42
Robert Walker	Philadelphia	14

The library of wisdom is more precious than all riches, and nothing that can be wished for is worthy to be compared with it. Whosoever therefore acknowledges himself to be a zealous follower of truth, of happiness, of wisdom, of science, or even of the faith, must of necessity make himself a lover of books.—*Richard de Bury in 1344.*

On Retirement Benefits

DR. HENRY H. BAISH
Secretary, Pennsylvania Public School Employes' Retirement System

The Pennsylvania Public School Employes' Retirement System is similar to the retirement systems in other states in that the school employes themselves pay one-half the cost of the retirement allowances, the local districts pay one-fourth, and the State pays one-fourth of the cost.

There are three important benefits. The refund benefit, the disability retirement allowance, and the superannuation retirement allowance.

Refund Benefit

If a school employe separates from school service for any reason before reaching the retirement age, the full amount which the employe contributed to the retirement fund, with interest at 4 per cent, compounded annually, is refunded to the member. If the employe dies before reaching the retirement age, his or her accumulated deductions in the Retirement Fund are refunded to the estate or to any designated beneficiary which the member may have named. It was recommended that each member of the Retirement System should designate a beneficiary. A form for this purpose is furnished by the Retirement Board.

Disability Benefit

In order to be eligible to receive a disability retirement allowance the member must have rendered at least ten years of school service and must be incapacitated for school service. There is one option available at disability retirement. Under this option, the member agrees to take a reduced retirement allowance and in case of death before the retirement allowance payments have equaled the amount to the credit of the member in the Retirement Fund the balance is refunded to the member's estate or to any beneficiary whom the member may have designated. A disability retirement allowance is computed by dividing the final salary by 90 and multiplying by the total years of service. Should this amount be less than 30 per cent of the final salary, then the disability retirement allowance is 30 per cent of the final salary, except that in case 30 per cent of the final salary exceeds 8/9 of the allowance, the member would receive at age 62, in which case the disability retirement allowance will be 8/9 of the allowance that would be paid at age 62.

Superannuation Benefits

Retirement for superannuation is optional at age 62 and compulsory at age 70. The four options available at superannuation retirement were explained in detail and members of the Retirement System were urged to secure a statement of the amount of the allowance under each of the options before electing an option.

Pennsylvania in History

FRANK W. MELVIN, *B.S., LL.B.*
Chairman, Pennsylvania Historical Commission

Historical Commission Studies Itself

The Pennsylvania Historical Commission has initiated a study designed to determine the proper functions that this body should perform in the Commonwealth. The Commission is concerned with the development of an historical policy and program that will yield the greatest benefits to the historical interests of the State, historical organizations of other states, and various sources within the State are being contacted and invited to express their views as to the proper functions of the Commission.

The program for Pennsylvania history has reached a stage where inventorying of activities, techniques, and organization should be undertaken. The Commission has authorized a Committee to make the study. Members of this Committee include, Dr. Lester K. Ade, Superintendent of Public Instruction; Mr. A. Boyd Hamilton, editor and historian; Dr. Roy F. Nichols, president, Pennsylvania Historical Association; and Mr. Bruce A Hunt, member of the Commission and past president of the Federation of Historical Societies. Chairman of the Committee is Sylvester K. Stevens, historian of the Pennsylvania Historical Commission.

The Committee has agreed upon several subjects which will be given careful attention before any report is made. Problems have arisen in the past, and certain suggestions have been made which make it possible to list subjects for definite consideration. The advice and assistance of many persons in the State who are conversant on historical subjects has been asked for in this work.

Topics for Committee Consideration

1. **What should be the composition of the membership of the Pennsylvania Historical Commission?**
2. **Should museum and archival functions of the State be assigned to the historical authority?**
3. **Should the Commission inaugurate a program for marking historical spots?**
4. **Should the Commission acquire new historical properties and provide for the maintenance and use of such properties as museums and libraries?**
5. **What should be the program of publications of the Pennsylvania Historical Commission?**
6. **What relation should the Commission develop with private historical organizations?**
7. **To what extent should the Historical Commission participate in the educational program of the State?**

The Place and Meaning of the Constitution in Our Present-Day Life

Among the many practical results of the celebration of the Sesqui-Centennial of the Constitution has been the widespread interest in this vital document that has been developed in the youth of America. Through a variety of programs, exercises, and events in the public schools, the children and youth of the Commonwealth have been stimulated not only to reading the Constitution of the United States, but to an expression of their appreciation of this Charter of American Liberty.

One form of student expression with regard to the Federal Constitution was the writing of essays in which our young folks in school describe "the place and meaning of the Constitution in our present-day life." Many of these original articles written by secondary school students were outstanding both as to sentiment and form. They serve as examples of the extent to which pupils, under proper guidance, may understand and interpret the practical meanings of the Constitution and its implications for contemporary living.

The following paragraphs have been taken from students' essays on the Constitution as it applies to our present-day society.

America, a Magnet

Have you ever played with a magnet and a bunch of iron filings? Wasn't it amazing to see the bits of iron leap across space to reach and cling to the magnet? This story is about a magnet much larger and more powerful than you have ever imagined—one 3,000 miles long and 1,500 miles wide. A different kind of magnet, too, one that attracted not iron filings, but human beings, real, live people. A magnet that attracted every type and variety of human being alive! White people, black people, yellow people; Catholics, Protestants, Huguenots, Quakers, Baptists, Methodists, Unitarians, Jews, Spaniards, Danes, Chinese, Japanese, Dutch, Bohemians, Italians, Austrians, Slavs, Poles, Rumanians, Russians—and I've only just begun; farmers, miners, adventurers, soldiers, sailors, rich men, poor men, beggarmen, thieves, shoemakers, tailors, actors, musicians, ministers, engineers, writers, singers, ditch-diggers, manufacturers, butchers, bakers, and candlestick makers.

That magnet was AMERICA.

—*Leo Huberman*

Federation of Historical Societies Sponsors Vast and Varied Program of Vital Activities

SYLVESTER K. STEVENS
Historian, Pennsylvania Historical Commission

The Pennsylvania Federation of Historical Societies is the oldest state-wide historical group in the Commonwealth. It was organized at a meeting held in Harrisburg, January 5, 1905, in response to the call of a few devoted friends of Pennsylvania history. Attending the pioneer-gathering were representatives of the Historical Society of Pennsylvania, the Pennsylvania German Society, the Hamilton Library Association of Carlisle, the Western Pennsylvania Historical Society. County historical societies were represented from the counties of Dauphin, Lancaster, Washington, Lebanon, Chester, York, Schuylkill, and Berks.

The original purpose of the Federation, as established at the meeting of 1905, was asserted to be "the encouragement of historical research relating to the Commonwealth of Pennsylvania, especially research in the preparation of check-lists of publications and the collection of material for a complete bibliography of the Commonwealth." These purposes have expanded with passing years to include the support of all projects for the betterment of Pennsylvania historical interests.

Since 1937, the Federation has had the advantage of close association with the Pennsylvania Historical Commission. The historian of the Commission serves as secretary of the Federation, and its affairs are conducted from the Harrisburg office of the Commission. Numbering seventy of the historical and patriotic societies of the Commonwealth among its members, the Federation is pulsing with a new life and energy.

Current Activities of the Seventy-eight Societies

The Year Book of the Federation as published for 1938, contains pertinent data concerning the societies included within the membership of this state-wide historical organization. It presents the names and addresses of principal society officials, information as to the publications and papers, library and museum facilities of the societies. Its educational value is, therefore, obvious. All of the societies encourage the full use of their facilities by educational, civic, and patriotic groups. Interested persons or groups are invited to avail themselves of this privilege.

WHOM DO I CALL EDUCATED?

Whom, then do I call educated? First, those who control circumstances instead of being mastered by them, those who meet all occasions manfully and act in accordance with intelligent thinking, those who are honorable in all dealings, who treat good naturedly persons and things that are disagreeable, and furthermore, those who hold their pleasures under control and are not overcome by misfortune, finally those who are not spoiled by success.—*Isocrates.*

Pennsylvania in History—Concluded

"SWEEPING CLAUSE"

When the "Founding Fathers," that is, the men who wrote the Constitution, were toiling over it, they intended it to last for all future generations, not to fail as the Articles of Confederation had done in so few years, so they included clauses which hold untried powers for the Congress and the people. For example, the final clause in Section 8, of Article One, says that Congress may have the power to make such laws as are necessary for the carrying out of the enumerated powers and Congress has so steadily increased her power under that so that some fear she will soon have unlimited powers. That clause is called the "sweeping clause" and under the power implied in it the national banks have been established and have been held tax free as an institution of government.

Meanings of Amendments

Realizing that they did not have the ability of prophecy and that they could not possibly know what was to occur later on, the authors of the Constitution made provision for amendment. Many today think that the amending process is too laboriously long and drawn out, but one must realize that such an important document could not be changed so easily that later persons would suffer for it. So although upwards of two thousand amendments have been proposed, some absurd, others showing real thought, there are only twenty-one amendments to the Constitution with the twenty-second pending.

The first ten known as the "Bill of Rights" were added immediately after ratification and by virtue of these, we today have freedom of speech, press, and religion, exemption from excessive bail and cruel punishment, the right of property management—that is one cannot search a person, his home or any possession without a court warrant. We have the right to a speedy, impartial trial before a jury. Through these rights people may talk about the Government, find fault with it, propose Socialism, Communism, and all the other "isms" without fear. Then the twelfth amendment required presidential electors to vote separately for President and Vice-President, but through usage and custom the electors have come to vote according to party choice, not according to individual opinion.

The fifteenth and nineteenth amendment give universal suffrage, but nowhere in the Constitution is one guaranteed the right to vote, each state may make its own requirements for voting but they must not be partial to any person or any group of people. The sixteenth amendment gives Congress the right to levy the income tax, a subject of controversy today—many want to abolish the tax, others think it is not high enough; some wish to remove the tax exemptions from government bonds and employes. It took twenty years to get the amendment ratified by three-fourths of the states, but it was finally accomplished. The seventeenth amendment gives us another privilege we have today—the popular election of senators who were formerly chosen by the State Legislatures.

Eighteenth Amendment

The eighteenth amendment prohibited liquor traffic, but bootlegging and other illegalities became so common and so disgusting that it was decided to repeal this amendment and the twenty-first was passed leaving the control of liquor traffic in the hands of the states. Today, another problem has arisen through this; that of drunken driving about which something must be done.

"Lame Duck" Amendment

In the early days of our country travel was a slow, tedious process and much time was necessary to allow Congressmen and other officials to get to the Capitol, so it was decided to allow thirteen months for this, and Congress assembled the December of the year following its election, in modern times with fast modes of travel and communication this was absurd, the Congress meeting in the intervening period being called the "lame duck" Congress, so just recently the twentieth amendment was added which states that Congress shall assemble January 3, following their election, and the President shall be inaugurated on January 20 instead of March 4, allowing the new administration to get together immediately.

The Constitution Lives

We must not consider the Constitution merely as the document which lies in a glass case in the Library of Congress. It is all the laws passed by the Congress which it established, it is all the interpretations and decisions handed down by the Supreme Court, it is all the customs and traditions we have acquired in our years of existence. In other words the Constitution is our Government as it lives and works today.

SYLVIA GREENBERT,
Allderdice High School, Pittsburgh.

Building America

Modern Youth Gets a Glimpse of Antiquity

Current Education Publications

Bulletins from the Department of Public Instruction

From time to time this Department has released to the field bulletins covering many phases of public school interests and activities. In compiling this material members of the staff of the Department of Public Instruction have conferred freely with educational leaders and officials throughout the Commonwealth and have endeavored to utilize fully the numerous helpful suggestions received from all available sources. In a very large measure, therefore, these bulletins crystallize the thoughts and suggestions of no particular individual, but represent instead the composite views of numerous individuals.

It is sincerely hoped that each of the bulletins will be found helpful in furthering the educational activities within all the various school districts. School officials throughout the State are at liberty to use any or all of the material in any way that it may serve a worthy purpose. These are not copyrighted publications. Therefore they may be quoted, mimeographed, or used in any other manner in which these materials may be adapted to serve educational ends. The Department invites any constructive criticisms which may improve future publications either in the nature of revision of these bulletins or in the preparation of any other documents which the Department may make in the future.

Department Publications Available

Bulletin No. 7

The Department of Public Instruction has recently issued Bulletin Number 7, entitled "Publications Available for Distribution." This new bulletin contains the titles of more than 100 bulletins, which have been prepared in the various units during the past two years or more. The documents are listed under the following headings:

Executive Office
Administration and Finance
Instruction
- **A. General**
- **B. Elementary**
- **C. Secondary**
- **D. Vocational**
- **E. Extension**
- **F. Miscellaneous Leaflets of Instruction**

Professional Licensing
Teacher Education and Certification
State Library and Museum
- **A. Museum Pamphlet Series**

Pennsylvania in History
School Employes' Retirement

The publications listed in this bibliography are available immediately. Requests for any of the publications will be filled as received.

Commencement Helps

The 1939 Vitalized Commencement Packet prepared annually by the Division of Publications is now available for distribution at the customary price of fifty cents. Order from the NEA, 1201 Sixteenth Street, Northwest, Washington, D. C. It will contain summaries of a large number of 1938 programs grouped around a variety of themes and also the complete text of several programs.

Deliberative Committee Reports

Educational Policies Commission

Each year the Educational Policies Commission has summarized important national committee pronouncements in education as one means of helping to coordinate efforts in educational policy making. Deliberative Committee Reports of 1938 is the fifth report to be published in this series.

This year's compilation represents a considerable expansion of the plan followed in other years. In this year's review brief digests rather than merely annotations of the reports are included. This material will make it possible for busy school people to obtain the essential elements in the important national reports of the year and bring about a wide distribution and study of the full text of these important documents.

The Educational Policies Commission does not have these reports available for distribution, with the exception, of course, of its own reports. Consultants who wish to examine the full text of any of the reports listed should obtain them from the various sponsoring organizations.

Areas

The reports have been organized according to five general classifications, following the procedure of previous years: (1) aims and social background of education, (2) school administration and finance, (3) teacher personnel, (4) pupil personnel and guidance, and (5) materials and methods of instruction. Following are the titles of the several reports and the name of the educational agency that carried on the study:

I. Aims and Social Background

Report

Educational Freedom and Democracy.....
Promoting International Cooperation through Education .....
Report of the Committee on Cooperatives...
The Effect of Population Changes on American Education .....
The Purposes of Education in American Democracy .....
The Community School .....

II. Administration and Finance

How to Evaluate a Secondary School .....
School Supplies .....
Finance and Business .....
The School Plant and Equipment .....
The Structure and Administration of Education in American Democracy .....
Report of the Advisory Committee on Education .....

III. Teacher Personnel

Report

Major Issues in Teacher Education.....
Status of the Married Woman Teacher.....
Report of the Committee on Tenure.....
Fit to Teach .....
Teaching as a Man's Job.....

IV. Pupil Personnel and Guidance

Youth Tell Their Story .....
Youth Education Today .....
Mouth Health of School Children.....
Guidance in Educational Institutions .....
Do Adolescents Need Parents? .....

V. Instruction—Materials and Methods

Motion Pictures in General Education.....
Emotion and the Educative Process.....
Psychological Tests and Their Uses.....
Psychology and Methods in the Secondary School and College .....

(Continued page 28, column 3)

Projects in Consumer Education

Teachers of consumer education or those who introduce consumer problems in related courses may be interested in the Consumer Quiz published monthly by Consumers Union. This little publication is issued as a twelve-page folder, size five by eight inches. Each quiz outlines two projects in the consumer field, describing in detail the method of procedure to be followed by the class. Accompanying every project is a bibliography, including whenever possible, government pamphlets and other publications which may be obtained free, or at nominal cost.

The projects are varied in character. Some, such as the one on tests for wool fabrics, would be suitable for science classes. Others, for example, those pertaining to legislation affecting consumers, would be of more interest to civics teachers.

In addition to the projects, each Quiz contains questions and answers based on the current issue of Consumers Union Reports and a brief section devoted to the activities of consumer education classes throughout the country.

Sample copies of the Consumer Quiz may be obtained by writing to Consumers Union, 55 Vandam Street, New York City. After January 1, 1939, the address will be changed to 17 Union Square West, New York City.

Peace Publications for Use in School

A series of Friendship Packets and other publications designed particularly for use in elementary grades in the public schools, has been prepared by the Women's International League. The material consists of a picture to color, a story for early readers, a simple play, poster, travel folder and suggestions for children's supplementary reading. For first to third grades, material about Italy and Greece has been arranged in one packet, and Ireland and Switzerland in another. A special packet has been arranged for Japan and the contents include some illustrated booklets.

A packet on Mexico has been prepared for special use of the fourth grade—although the fifth and sixth grades will also find it useful. The contents include two pictures to color, showing a children's fiesta and the national dance; music for the dance and a Mexican birthday song. A travel and illustrated handicraft folder are included.

Material on William Penn has been arranged for the sixth grade through Junior High. This is suitable for celebration of any friendship program about the American Indian.

A twenty-four page, illustrated booklet with description of the various peace monuments over the world is available. An exhibit of twenty-four photographs, eight by ten inches, ready for display purposes, is available for rental.

A post card request to the Women's International League, 1924 Chestnut Street, Philadelphia, Pennsylvania, will bring any publication or other material.

Pennsylvania Birds and Animals

Two attractive illustrated bulletins have recently been issued by the Pennsylvania Game Commission. The first of these entitled "Pennsylvania Bird Life" presents valuable information on the value, habits, and kinds of birds in Pennsylvania. It likewise devotes a score of its sixty-six pages to a discussion of bird protection.

The other bulletin entitled "Pennsylvania Wildlife" comprises practically every form of life found in Pennsylvania's fields, streams, and woods. Four specific phases of wildlife are treated in this colorfully illustrated six by nine-inch brochure: Early History of Pennsylvania Wildlife, Wildlife Program Today, Economic and Recreational Values of Wildlife, and the Management of Wildlife.

Both bulletins may be obtained from the Pennsylvania Game Commission, Harrisburg, Pennsylvania. "Pennsylvania Bird Life" is available for a fee of ten cents and "Pennsylvania Wildlife" for a fee of twenty-five cents.

Parents of all of Detroit's school children one day last month received an illustrated copy of Superintendent Frank Cody's annual report which was in the form of a sixteen-page rotogravure tabloid called "Opportunities." The publication reviewed in pictures with explanatory text the work, services, membership, costs, and expenditures of the public schools for 1937-1938. This is said to be the first time a major city has made such a report to all its citizens. The Detroit Teachers' Association contributed financially to the publication so that it could be sent to all the homes in the city.

—*Education Digest*

Bill of Rights Available for Schools

The United States Constitution Sesquicentennial Commission has announced the availability of a facsimile reproduction of the original document embodying the United States Bill of Rights. It consists of a resolution containing the twelve articles written by a committee of the first Congress in session in the City of New York in 1789, of which the last ten were ratified and became the first ten amendments to the Constitution. This facsimile copy is the same size as the original parchment copy, twenty-nine and seven-eighths inches by thirty and seven-eighths inches. An eminent authority on constitutional law states the Bill of Rights emphasizes and affirms "the whole American doctrine that the State is made for man, and not man for the State."

Facsimile copies of this document may be obtained from the United States Constitution Sesquicentennial Commission, Washington, D. C. Since there is a special interest in the original principles on which our government was founded, it is very probable that many schools will wish to avail themselves of this facsimile reproduction of the original document embodying the United States Bill of Rights.

J. N. A. D. W.

A newcomer to the field of educational periodicals is the Journal of the National Association of Deans of Women. It is published quarterly at 1201 Sixteenth St., N.W., Washington, D C., and the subscription price is $2.50.

DIRECTORS WEIGH COSTS AGAINST EDUCATIONAL NEEDS

(Continued from page 6, columns 2 and 3)

pils gain no false picture of the work. Education is identified with life.

Sectional Meetings

A part of the convention was devoted to sectional meetings in which directors of school districts of the fourth class met for consideration of their specific problems. Directors of school districts of the third class and those of the first and second classes, likewise, met separately for this purpose.

Much of the discussion in these sectional meetings was crystallized in the form of legislative proposals and resolutions which appear under those headings a little later in this account.

Educational Foundations

Dr. Allen A. Stockdale, of New York City, inspired his audience with an address on educational foundations, in which he extolled the human values of life above the material accessories. He portrayed in visionary manner the vast possibilities for human happiness that would result from the transfer of the $15,000,000,000 spent on crime in America to education. In the field of education, he intimated, rises the hope of America, and a glorious conception of free American citizenship.

The vast spread of our educational system is an encouraging sign for democracy on this continent. Twenty-five per cent of the population of the United States is connected directly with education, while only sixteen per cent of the population of England, thirteen per cent in France and Germany, and twelve per cent in Italy are joined in the cause. It is inconceivable that with the anual graduation of over 1,000,000 youth from our secondary schools, and more than 250,000 youth from our colleges, that America will ever surrender its personal and civic liberty to any form of dictatorship.

By educational foundations, Doctor Stockdale implied such American qualities as good nature, good humor, good neighborliness, good humanity. These happy attitudes find expression in our fine American institutions of home, school, church, and civic relations. The foundations of education reside in these institutions. Here we find the eternal values of life and the environment in which we live. No institution, community, or Commonwealth is better or happier than the folks who live in it. Doctor Stockdale pointed out a significant contrast between two expressions: coercion and education. In coercion folks experience an enforced economical reformation, militaristic in nature. In education folks discover for themselves their interests and desires; they prepare to enjoy the fruits of their experience and a free release of personality. Education rests on a foundation as solid as that of religion. It captures the mysteries of life, the glories of the universe, and leads us in the way of life, liberty, and pursuit of happiness.

Home Rule in Education

An enlightening discussion of the principles involved in "Home Rule in Education," was presented before the school directors' association, by **Dr. Paul R. Mort,** of Columbia University, New York City. He described the educational system in vogue in South Africa where there is no home rule whatever. There are no school directors, no local school system, no local budget, no local school taxes, no local accounting, and no local reports to the public. The schools in each community are supervised directly by the State through State inspectors. These State officials appoint teachers, choose textbooks, set up courses of study, and supervise the program.

Obviously, there is equal and adequate support of education in every school, for every school offers the same program as directed by the State. Every school receives the same amount of funds per unit of instruction. Accordingly, every community enjoys an equal education program with every other community. The most significant and crucial defect of the system, however, is that no school can forge ahead of another school.

This system without home rule may be compared to situations existing in our own democratic nation, according to Doctor Mort. For example, the vast school system of New York City, with its thousands of school units serving 1,000,000 children, is administered from one central office which endeavors to equalize the educational program in every unit. It is just as far, educationally, from one of these school units in New York City to the central office as it is from a community in South Africa to the seat of the central government. Thus, in this great city system there is no home rule—all questions are decided at the Fifty-ninth Street office. The local schools ask neither why nor what, regarding the programs.

The principal of home rule as it operates in Pennsylvania is based on the fact that the local school board is officially an arm of the State Legislature. Thus, the state operates through its 2,552 branches, or local boards. The state assists in framing the general structure of the educational system, but the local districts decide upon the program for the children. Doctor Mort illustrated this principle by comparing the administration of education under home rule with the operation of an automobile. The state determines in some measure the kind of car, the brand of tires, the type of carburetor and the model of the body, but the local community drives the car where it will. This is not the case in South Africa. The factor which is weakening the cause of home rule in school affairs is the failure of the tax system to support local schools. Hence, the only cure for the trend toward the destruction of home rule is a strengthening revision or reinforcement of sources of local support.

Highway construction has been pretty largely removed from the home rule principle, unless local support for education is available. The educational system may reach the same end.

Remarks by the President

Herbert J. Stockton, of Johnstown, in delivering his farewell message, referred to the

(Continued on page 27, column 1)

DIRECTORS WEIGH COSTS AGAINST EDUCATIONAL NEEDS

(Continued from page 26)

school directors' association as the greatest lay board interested in education. He stressed the importance of maintaining home rule, and of the resistance to the loss of power. The success of his administration as president he attributed in large measure to the new executive board, which assisted him throughout his term, and to the employment of an energetic, imaginative, and resourceful executive secretary in the person of Mr. Preston O. Van Ness.

The remainder of Mr. Stockton's remarks were concerned with new legislation, particularly the Tenure Act. His feelings with regard to this measure are represented in the report of the Legislative and Resolutions Committee.

Report of the Executive Secretary

Mr. Preston O. Van Ness, Executive Secretary of the Pennsylvania State School Directors' Association, reported that in the one and one-half years that have elapsed since his election, the membership of the association has risen from 1,350 to approximately 1,600 districts. While there have been increases in every class of district, the greatest increase has taken place in fourth class districts, which rose from 996 in February, 1938, to 1,261 in 1939.

Among the constructive activities of the executive secretary have been attendance at many county conventions of school directors, meetings of boards of directors of association, the preparation and issuance of the bulletin of the association, and the interviewing of visitors at the headquarters office. He also attended the special session of the General Assembly in the interest of educational legislation, followed the P. S. E. A. costs study, assisted the Department of Public Instruction in carrying on the activities under the Thompson building program, and attended the National Society of School Board Members.

Conference of County Boards

The last session of the convention consisted of a conference of county boards of education, during which **Dr. Clarence E. Ackley,** Deputy Superintendent of Public Instruction, discussed challenges and opportunities for county boards. In the course of his remarks, Doctor Ackley pointed out certain obstacles that must be overcome in the development of more efficient administrative units of education. Among these obstacles are local tradition, opposition to the reduction in numbers of school directors, the disposition to maintain complete authority within the community, opposition to the idea of transportation, reluctance to relinquish authority and power, and lack of information on some of the advantages of modern schools.

The challenges confronting county boards of school directors in Pennsylvania consist of giving every boy and girl an equal chance to attend good schools, to help handicapped children to supplement the difficulties, and to offer an educational program suited to the individual capacities and records of all the children and youth. Finally, it is important to preserve the present policy of school administration, under which the local citizens usually determine what is to be taught, how it is to be taught, and who is to do the teaching.

In an effort to meet these challenges squarely and constructively, Doctor Ackley suggested that county planning should comprise the following factors: (1) attendance, (2) school plant, (3) elementary education, (4) secondary education, (5) special education, (6) extension education, and (7) the various financial problems which must be met.

Question Box

One of the most valuable features of the school directors' convention is the Question Box. This device affords every school director the opportunity of submitting a question, however specific, that confronts his district. These questions were reviewed and evaluated carefully by members of the Department and the answer presented in the open session of the convention by **Mr. E. A. Quackenbush,** Chief, Division of School Business. Following are some of the questions that were raised, together with the answers given:

1. ***What happened to the chain store tax? Who is responsible for the delay?***

   The constitutionality of the chain store tax act is being attacked in the Court of Common Pleas of Dauphin County. Voluminous testimony has been taken, and the Court has rendered the decision that the chain store tax is unconstitutional.

2. ***When audiometers are sent into schools for examination of pupils, why not require teachers to be examined also?***

   The General Assembly passed a law providing for the audiometrical testing of pupils, but this law makes no provision for testing the teachers.

3. ***Is a school nurse available so that schools of fourth class districts could be examined once a year?***

   Apparently this question refers to the State nurse. You should communicate with the Department of Health in regard to this question.

4. ***Is it legal for a school board to demand a certificate of health from a student who has been absent from school because of illness, before the child is permitted to return?***

   Yes, if the child has been absent from school because of a communicable disease.

5. ***Will it be lawful, after 1940, to use a tudor or four-door car in transporting scholars on a dirt road only to and from a one-teacher or a graded school?***

   Yes, provided it passes inspection and is used to convey not more than seven elementary or six secondary school pupils.

6. ***Is it better for the township to own the school buses or for the buses to be owned by the haulers?***

   This is dependent upon many variable factors. As a general rule, district ownership provides more flexible transportation. The gross cost appears to be less for district-owned equipment, but the net cost may be less for contracted equipment, especially in those districts receiving high rates of reimbursement.

7. ***Are fourth class districts required to transport all secondary school pupils next year? Can they be compelled to walk one and one-half miles?***

   The board will be required to provide transportation for pupils residing two miles or more from the nearest school. Under the provisions of Section 1418, as amended, such pupils can be required to walk any distance less than two miles to meet the transportation vehicle.

8. ***Can a township collect for transporting pupils from another township when the pupils' tuition is paid by their home districts?***

   We know of no provision of the school laws which would permit a school district to transport the pupils of another school district.

9. ***Can all school secretaries benefit by the pension plan at the retirement age, as the teachers now do?***

   In order that a secretary of a school district may be eligible to belong to the School Employes' Retirement Fund, he must be a full-time employe.

10. ***Are we required to vote on the merger plan next November?***

    Under the provisions of the law as it now exists, yes.

11. ***Has there been a bill introduced into the Legislature to replace the Thompson Plan? What are the features of it?***

    No.

12. ***According to the Pennsylvania School Laws, how many school directors may attend the State Convention of School Directors and have their expenses paid from a third class school district?***

    One.

13. ***What effect would consolidation of school districts have on assessments? Would they be assessed equally?***

    Consolidation would have no effect upon assessments, unless the present laws with respect to assessments were revised.

(Continued on page 28, column 1)

DIRECTORS WEIGH COSTS AGAINST EDUCATIONAL NEEDS

(Concluded from page 27)

14. Will we have to have nine months for the year 1939-1940?

Yes.

15. A man owns a farm lying in two townships. May his children attend school in the township when there are no buildings, without paying tuition?

Under such circumstances, the children are entitled to attend school only in the district in which the residence is located.

Legislative Report

There are in the state of Pennsylvania today many so-called distressed school districts which will require a special fund of not less than $10,000,000 in the next biennium if they are to continue in operation.

The present status of the Thompson Program is very much in doubt, but we urge that this plan be revived and at the same time a sufficient opportunity be permitted for careful study and planning of a comprehensive school-building program.

The law abating penalties and interest upon delinquent taxes we shall oppose with all the energy that we possess.

Act 157, of the 1937 Legislature, providing plans for the merging or consolidation of school districts and the creation of county boards of education has been a general disappointment. This act needs its status clarified. Either additional duties and powers should be conferred upon the newly created county boards of education or they should be eliminated entirely.

We urge the creation of a new and functioning State Council of Education, one of the duties of which should be the selection of a State Superintendent of Public Instruction, in order to provide more permanency in that office and to make possible a long-range program of school planning and administration.

Recognizing the value of greater longevity of service in public office, especially in school administration, we will support measures designed to increase the reasonable security in office of district and county superintendents.

We commend the study of school costs conducted under the sponsorship of the Pennsylvania State Education Association and join with that body in urging the creation of a State Tax Commission which will make a comprehensive study of our entire tax structure.

We believe in the principle of the per capita tax.

In the interests of public health, and of school children in particular, and for the prevention and suppression of tuberculosis, we urge that the law be clarified to permit the chest X-ray examination of all school children at public expense.

We have prepared for introduction to the Legislature bills in which are incorporated the views of this Association upon several important topics, as follows:

1. To amend Sections 557 and 558 of the School Laws relative to the collection of delinquent per capita taxes and to provide that upon due notice by the tax collector an employer shall deduct from the wages of an employe the amount of the delinquent per capita tax.

2. A bill to amend Sections 910, 976, and 1004 of the Election Code which will exempt candidates for the office of school director from the various provisions of the bi-partisan law.

3. An amendment to Section 1718 of the School Laws which will exempt school district bonds and other evidences of public debt from the four mills tax.

4. Senate Bill No. 45, providing amendments to the Teacher Tenure Act, has been drawn to correct the major ills arising under this law. The five proposed amendments are:

a. A probationary period of two years for all new entrants into the profession.

b. The elimination of the de novo clause from the appeal procedure.

c. Providing for the retirement of teachers at the discretion of the local board at any time during the present permissive retirement period between ages sixty-two and seventy.

d. Making insubordination a cause for dismissal.

e. Providing for the suspension of professional employes upon the recommendation of county or district superintendent whenever there is a substantial decrease in enrolment or whenever a subject is eliminated from the curriculum.

Resolutions

That the Pennsylvania State School Directors' Association request the Pennsylvania State Education Association (1) to publish and distribute the report of the Committee on School Costs and Financing Education, and (2) to continue the Committee in order to make revisions as weaknesses are revealed in the published report.

That all appeals from any decision of the board of school directors concerning any of the professional employes shall be made to the Superintendent of Public Instruction.

That boards of school directors should have the authority to make the necessary expenditures for the examination of children, professional employes, and all other personnel in the school system.

That when legislation makes mandatory an increased financial requirement upon any school district, the State shall provide a corresponding contribution to enable such districts to carry out the mandated orders.

That school taxes on homesteads be reduced and the amount of this reduction be collected from some other types of property.

That we favor a revival of the Thompson Plan, provided the required funds can still be obtained by the General State Authority and that a careful restudy and recheck of every project be made before it is given final reapproval.

That we advise board of school directors to be sure that the fundamental doctrines of American Government and the principles of the American way of living are the only doctrines taught in each classroom.

That we recommend that the State Highway Department cooperate more closely with the Department of Public Instruction, by placing all school bus routes on the regular ash and snow removal program in order to further safeguard pupils now transported and promote new lines of transportation in relation to mergers of school districts.

That school buses shall be used for school purposes exclusively and that they should be removed from being under the control of the Public Utility Commission.

That each boy and each girl in our Commonwealth is entitled to a well-equipped school and a well-prepared teacher regardless of the place where they happen to live.

Officers for 1939-1940

President, Chester A. Gross, Manchester, R. D. 1, York; First Vice-President, Dr. W. A. Roberts, Newtown; Second Vice-President, D. A. Best, East McKeesport; Third Vice-President, Edwin H. Dorney, Allentown R. D. 3; and Executive Secretary, P. O. Van Ness, Harrisburg.

Deliberative Committee Reports

(Concluded from page 25, column 2)

The School Library .....
Newer Practices in Reading in the Elementary School .....

Report

Newer Types of Instruction in Small Rural Schools .....
The Contribution of Research to the Teaching of the Social Studies .....
The Scientific Movement in Education.....
Literature as Exploration .....
Science in General Education.....
Deliberative Committee Reports in Preparation .....
Index of Organizations, Committees, and Commissions .....
List of Educational Policies Commission Publications .....

Ten-Cent Books for Children

To direct attention to inexpensive books that are good in content, approach, and appearance, a Selected List of the Ten-Cent Books has been issued by the Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington, D. C. (15 cents). The list includes an amazing variety of recommended picture books, story books, verse, books on music, the sciences, and other subjects.

RADIO CALENDAR—SPRING, 1939

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

A Department of the National Education Association of the United States

1201 Sixteenth Street, Northwest, Washington, D. C.

All Programs Listed as Eastern Standard Time

MONDAY

Morning

10:00–10:30 Nation's School of the Air—MBS

Afternoon

12:30– 1:15 National Farm and Home Hour—NBC Blue
2:00– 2:30 Adventure in Reading—NBC Blue
2:30– 3:00 American School of the Air—CBS
3:00– 4:00 Curtis Institute of Music—CBS
5:15– 5:45 Let's Pretend—CBS

Evening

6:00– 6:15 Science in the News—NBC Red
7:45– 8:00 Science on the March—NBC Blue
10:30–11:00 National Radio Forum—NBC Blue
10:30–11:00 Columbia Workshop—CBS

TUESDAY

Morning

10:00–10:30 Nation's School of the Air—MBS

Afternoon

12:30– 1:15 National Farm and Home Hour—NBC Blue
12:45– 1:15 Music Makers—NBC Red
2:00– 2:30 Science Everywhere—NBC Blue
2:30– 3:00 American School of the Air—CBS
4:00– 4:15 Highways to Health—CBS
5:15– 5:45 Music for Fun—CBS

WEDNESDAY

Morning

10:00–10:30 Nation's School of the Air—MBS

Afternoon

12:30– 1:15 National Farm and Home Hour—NBC Blue
2:00– 2:30 Your Health—NBC Blue
2:30– 3:00 New Horizons, N. E. A. program—CBS
4:00– 4:15 Of Men and Books—CBS
5:15– 5:30 So You Want To Be—CBS
5:30– 5:45 March of Games—CBS

Evening

6:00– 6:15 Our American Schools, N. E. A. program—NBC Red
9:30–10:00 Wings for the Martins—NBC Blue

THURSDAY

Morning

10:00–10:30 Nation's School of the Air—MBS

Afternoon

12:30– 1:15 National Farm and Home Hour—NBC Blue
2:00– 2:30 Ideas That Came True—NBC Blue
2:30– 3:00 This Living World, N. E. A. program—CBS
5:15– 5:45 Let's Pretend—CBS

Evening

8:30– 9:00 Sinfonietta—MBS
9:30–10:30 America's Town Meeting of the Air—NBC Blue

FRIDAY

Morning

10:00–10:30 Nation's School of the Air—MBS

Afternoon

12:30– 1:15 National Farm and Home Hour—NBC Blue
2:00– 3:00 Damrosch Music Appreciation Hour—NBC Blue
2:30– 3:00 American School of the Air—CBS
5:15– 5:30 Men Behind the Stars—CBS
5:30– 5:45 March of Games—CBS

Evening

10:45–11:00 Story Behind the Headlines—NBC Red

SATURDAY

Morning

10:00–10:30 No School Today—NBC Red
10:30–10:45 Florence Hale's Radio Column, N. E. A. program—NBC Red
10:45–11:00 The Child Grows Up—NBC Blue
11:00–12:00 Cincinnati Conservatory of Music—CBS
11:15–11:30 This Wonderful World—MBS
11:30–12:00 Eastman School of Music—NBC Red

Afternoon

12:00–12:25 American Education Forum—NBC Blue
12:30– 1:15 National Farm and Home Hour—NBC Blue
1:15– 5:00 Metropolitan Opera—NBC Red
5:00– 5:30 What Price America?—CBS

Evening

6:15– 6:30 Adventures in Science—CBS
7:00– 7:30 Americans at Work—CBS
7:30– 7:45 Lives of Great Men—NBC Red
10:00–11:30 NBC Symphony Orchestra—NBC Blue

SUNDAY

Morning

10:30–11:00 Music and American Youth—NBC Red
11:15–11:30 Reviewing Stand—MBS
11:30–12:00 The Southernaires—NBC Blue

Afternoon

12:30– 1:00 University of Chicago Round Table—NBC Red
12:45– 1:00 American Wildlife Institute—MBS
1:00– 2:00 Great Plays—NBC Blue
2:00– 2:30 Americans All—Immigrants All—CBS
3:00– 5:00 New York Philharmonic-Symphony—CBS
4:30– 5:00 The World is Yours—NBC Red

Evening

7:00– 7:30 The People's Platform—CBS
7:00– 7:30 Bach Cantata Series—MBS

This calendar lists sustaining programs only. For more detailed listings of other broadcasts write the following:

Columbia Broadcasting System, 485 Madison Avenue, New York, N. Y.
Mutual Broadcasting System, 1440 Broadway, New York, N. Y.
National Broadcasting Company, 30 Rockefeller Plaza, New York, N. Y.

DUNLAP PRINTING COMPANY
PHILADELPHIA, PA.

LIBRARIAN PE-B7-36
FRANKLIN & MARSHALL COLLEGE
LANCASTER PA

MODERN EDUCATION SQUARES OFF TO NEW CHALLENGES

LESTER K. ADE
Superintendent of Public Instruction

Nine crucial challenges confronting modern education today are:

1. **Can Education Keep Pace with Our Rapidly Evolving Social Order?**
2. **Can Education Provide Equality of Learning Opportunities for All the Children of All the People?**
3. **Can Education Counteract or Eliminate the Underlying Causes of Crime?**
4. **Can Education Fortify Children, Youth, and Adults for Physical and Mental Security?**
5. **Can Education Prepare Folks Properly to Use Ever-Widening Margins of Leisure?**
6. **Can Education Cope with New Conditions Affecting Vocational Life?**
7. **Can Education Stimulate An Effective and Universal Social Participation for Modern Citizenship?**
8. **Can Education Develop a Corps of Teachers to meet the New Responsibilities of the Schools?**
9. **Can Education Win Increased Financial Support to Carry on New Services Comprised in the Modern Program?**

What now is education's answer to these sweeping new challenges? It must answer in the language of the people. It must answer in full open view, for the welfare of all is involved. The answer which education makes to these stirring challenges must not be in the light of the profession itself. It must consider the unity of things. The center of observation is in society, not in education, as such. The answer must recognize the genius, spirit, and purpose of society in which education functions. Upon the shoulders of educational leaders fall the great responsibility of giving new vitality and power to our popular social institutions through the educative process. This is the new challenge to modern education.

There are guiding principles to direct the efforts of our profession in meeting this great obligation. Education evolves and keeps pace with the development of the nation. It changes with the progressive stages of social evolution. It changes in accordance with the trends of these stages. Education cannot afford to permit its forms and methods to become fixed and to outlast social needs. It should attempt to devise the most efficient means of providing education that is in tune with contemporary life.

This situation calls for a reinterpretation of our educational philosophy. If democracy is to survive, it must be divorced from the simple agrarian life of the past and adjusted to the complex industrial society of today. The emphasis must be dissociated from rugged individualism and be rephrased in terms of social welfare. Such a philosophy calls for a reorganization of the procedures of our schools —a change in atmosphere, orientation, and outlook. It implies the organization of our energies for the promotion of the general welfare.

—*Pictures*

The Challenge to Education

The future of democratic society is challenged not only in Pennsylvania, but in the United States. Education cannot blink at this challenge. Educational leadership is alive to the crisis and realizes that the maintenance of democratic society swings into the realm of public education. There is no such thing as automatic democracy. The rights of life, liberty, and property require competent, moral power for their perpetuation. Education accepts this staggering responsibility.

Thus the best means of preserving democracy is through universal education. Children cannot participate in a democracy of reality unless taught the fundamentals of democracy in reality. The same is true for adults. We should express our renewed faith in the capacity of men and women for self-government; but we should also remember that it is only a capacity, and not a gift. It would be a grievous mistake to conceive of democracy as something fixed. It must change to live. It is for education to understand its social forces at work—to perceive their directions and comprehend their consequences. As the schools understand these processes they will meet the new challenge to education.

The Course Is Charted for the Future

The course of education in fulfilling its tremendous obligations in contemporary life is clearly marked out. It reaches towards the ideals of American democracy; it aims to achieve a cultural liberty; it recognizes the moral equality and dignity of all men; it abolishes class distinctions and special privileges; and it extends the individual to the maximum of development of creative capacities and spiritual qualities.

The course of modern education as it rises to face the new challenge also encourages social inquiry, inventiveness, and tolerance; protects all liberties against unreasoning power, and develops resistance to racial and religious prejudices. In this way the forces of education not only develop a rich and many-sided personality, but prepare the rising generation to enter the new society now evolving and to shape the society in accordance with American ideals of popular democracy, personal liberty, and proper dignity.

By adjusting its new objectives—curricular, professional, and administrative—to meet the requirements of an emerging, integrated social order, education rises to its responsibility to equip the new generation and to cooperate in the new interdependence that characterizes the new order. It anticipates the future on the basis of actual trends and organizes a program which harmonizes with an integrated society.

With the people rededicated to the great cause of democracy, education cannot fail to meet the new challenge. With faces forward and reconciled to the sacrifices and struggles which the honored march of education requires, we marshal our social, economic, and spiritual forces behind an educational program that will not only maintain the integrity of our historic ideals, but will build a society that surpasses the fondest dreams of our forefathers.